***Educational Center for the Arts***

***Musical Theatre: History, Techniques and Performance***

***M, W, TH, 1-4:10pm, The Little Theatre***

**Instructors: Carolyn Ladd, Liz Rubino and Pam Newell**

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**Course Description:**

The Musical Theatre course will explore the American Musical through an in-depth study of 3 or 4 musicals spanning different historical periods. Musicals studied may include representative examples from the Golden Age of musical theatre, a rock musical, and a contemporary musical. In addition to exploring the trademark style of each composer and librettist, students will explore the societal influences on each musical, its place within the popular culture, the musical’s structure, the function of songs, and its reception as an artistic work. Focusing on vocal, movement and acting techniques that are necessary for performing in the musical theatre, students will explore scenes and songs through the process of scene study. Students may be challenged to work on characters who may be against the types of roles they usually play in order to expand their range while developing their technique. Course goals include the acquisition and mastery of the techniques and skills of Musical Theatre, the development of self­confidence and stage presence, consistent and conscientious self­discipline, the ability to work collaboratively within an ensemble, and sensitivity to fellow students and the production staff. Students will share their work in two public performances on January 10th and 11th, 2019.

##### ESSENTIAL QUESTIONS

* What are the unique practical and aesthetic demands for an actor/singer/mover in musical theatre?
* What special skills and techniques are necessary for the musical theatre performer’s success?
* What are my strengths and challenges as a performer in this genre of theatre?
* How do I incorporate the skills of acting, singing and movement into a seamless performance of a believable and compelling character?
* How can I best use rhythms, personal images, movement and timing to contribute to a fully developed, believable character?
* How does the language and style of each musical affect stage movement?
* How does preparing for and performing in a musical compare and contrast with straight theatre or a vocal concert
* How do I analyze a piece of music?
* How to I best use my voice as a singer?
* How can I best communicate the thematic material of each musical through body and voice?
* How can I use research to collaborate with others in creating the environment and atmosphere of this musical?
* How do I stay fully in character while singing and “present” in my voice?
* What are the values, behaviors, skills, and actions that can best help actors, directors, choreographers, musicians and technicians collaborate successfully?
* How can I personally contribute to the formation of a productive and cohesive ensemble?

### COURSE OBJECTIVES:

### **Upon completion of the course, each student will be able to:**

• Identify and use the techniques and skills of acting, singing, and dancing.

* Use a systematic approach to analyze a play, scene, song, and character.
* Apply acting terminology and techniques to rehearsal and performance.
* Apply musical terminology and singing techniques to rehearsal and performance.
* Create a detailed character analysis and score a scene.
* Understand the historical/psychological/philosophical context of a musical and allow it to inform acting choices when appropriate.
* Understand ho
* Utilize research and dramaturgical material within a performance.
* Improve stage presence and self-discipline.
* Understand and practice professional rehearsal etiquette.
* Demonstrate self-discipline and sensitivity to fellow actors and staff during the rehearsal process.
* Write coherently about the acting process.
* Identify personal habits that may limit vocal range and skill in acting and singing.
* Use their voice in healthy and effective ways.
* Work with microphones and possibly live musicians.
* Explore and expand artistic choices vocally and physically.
* Employ a variety of tactics in pursuing character objectives.
* Evaluate and analyze peers’ performances with insight and constructive criticism.
* Collaborate productively within an ensemble.
* Create and perform a musical theatre performance for an audience.
* Formulate a personal philosophy of theatre’s impact as an agent of morality, ethics, and personal insight

### AREAS OF EVALUATION

* Commitment to the Ensemble
* Mastery of Artistic Techniques
* Risk and Personal Challenge
* Active participation in all class and rehearsal activities, both on and off stage with a positive attitude
* Memorization of lines, blocking, music, and choreography
* Preparation for rehearsal and performance
* Timely completion and quality of written and research assignments
* Active listening to scene partners on stage and classmates during discussions
* Respect and ability to reflect upon the questions, insights, opinions and observations of others
* Asking relevant questions
* Work ethic in the preparation and execution of performance pieces
* Professional attitude and commitment to the collaborative process
* Contributions to class discussions with insights, opinions, and observations

Tentative Schedule.

Weeks 1-5 (August 27-Sept 28th):

•Ensemble building

•Introduction to performance singing and acting techniques for musical theatre

•Read, listen to and Analyze and Discuss at least 3 musicals that representative different periods in musical theatre history.

•Research historical periods and culture surrounding each musical

•Begin movement explorations of worlds in the musicals

Weeks 6-14 (October 1st – November 29th):

•Choose program, assign roles, and rehearse scenes and songs.

•Work on Group production numbers, and explore character movement

•Score scenes and songs

•Dialect work if necessary

•Attend Yale Rep and write theatre review.

•Divide responsibilities for Stage management, prompt book, choreography, set and props

Weeks 15—17 (December 3rd – 20th)

•Write narrative transitions and assign narration.

•Finalize costumes, props and set pieces.

Weeks 18-19 (January 3rd – January 11th)

•Technical rehearsals and performances.

Extra /mandatory rehearsals and performances:

Thursday, January 3 1-8pm

Friday, January 4 5-8pm

Mon January 7 1-8pm

Tuesday, January 5-8pm

Wednesday, January 9 1-8pm

Thursday, January 10 Performance 7:00 pm.

Friday, January 11 Performance 7:00 pm.

**Connecticut State Content Standards and**

**Arts Curriculum Framework Program Goals**

**for Theatre, Grades 9-12, that are met in**

**Musical Theatre**

CREATING

* Anchor Standard #1. Generate and conceptualize artistic ideas and work.
* Anchor Standard #2. Organize and develop artistic ideas and work.
* Anchor Standard #3. Refine and complete artistic work.

PERFORMING?PRESENTING/PRODUCING

* Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
* Anchor Standard #5. Develop and refine artistic work for presentation.
* Anchor Standard #6. Convey meaning through the presentation of artistic work.

RESPONDING

* Anchor Standard #7. Perceive and analyze artistic work.
* Anchor Standard #8. Interpret intent and meaning in artistic work.
* Anchor Standard #9. Apply criteria to evaluate artistic work.

CONNECTING

* Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
* Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**THEATRE 9­12 STANDARDS (detailed)**

### **Content Standard 1: Creating**

**GENERATE and CONCEPTUALIZE ARTISTIC IDEAS and WORK**

TH:Cr1.1.HSI - Proficient

a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.  
b. Explore the impact of technology on design choices in a drama/theatre work.  
c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

TH:Cr1.1.HSII - Accomplished

a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.  
b. Understand and apply technology to design solutions for a drama/theatre work.  
c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.

TH:Cr1.1.HSIII - Advanced

a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theatre work.  
b. Create a complete design for a drama/theatre work that incorporates all elements of technology.   
c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

**ORGANIZE and DEVELOP ARTISTIC IDEAS and WORK**

TH:Cr2.1.HSI - Proficient

a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.   
b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

TH:Cr2.1.HSII - Accomplished

a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.   
b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.

TH:Cr2.1.HSIII - Advanced

a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.   
b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

**REFINE NEW WORK THROUGH PLAY, DRAMA PROCESSES and THEATRE EXPERIENCES USING CRITICAL ANALYSIS and EXPERIMENTATION.**

TH:Cr3.1.HSI - Proficient

a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.  
b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.  
c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.

TH:Cr3.1.HSII - Accomplished

a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.  
b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.  
c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.

TH:Cr3.1.HSIII - Advanced

a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.   
b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.  
c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

### **Content Standard 2: Performing**

**SELECT, ANALYZE, and INTERPRET ARTISTIC WORK FOR PRESENTATION.**

TH:Pr4.1.HSI - Proficient

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.

TH:Pr4.1.HSII - Accomplished

a. Discover how unique choices shape believable and sustainable drama/ theatre work.  
b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.

TH:Pr4.1.HSIII - Advanced

a. Apply reliable research of directors’ styles to form unique choices for a directorial concept in a drama/theatre work.   
b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

**DEVELOP and REFINE ARTISTIC TECHNIQUES and WORK FOR PRESENTATION.**

TH:Pr5.1.HSI - Proficiant

a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.   
b. Use researched technical elements to increase the impact of design for a drama/theatre production.

TH:Pr5.1.HSII - Accomplished

a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.   
b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.

TH:Pr5.1.HSIII - Advanced

a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.   
b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

**CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK.**

TH:Pr6.1.HSI - Proficient

a. Perform a scripted drama/theatre work for a specific audience.

TH:Pr6.1.HSII - Accomplished

a. Present a drama/theatre work using creative processes that shape the production for a specific audience.

TH:Pr6.1.HSIII - Advanced

a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

### **Content Standard 3: Responding**

**PERCEIVE and ANALYZE ARTISTIC WORK.**

TH:Re7.1.HSI - Proficient

a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

TH:Re7.1.HSII - Accomplished

a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.

TH:Re7.1.HSIII - Advanced

a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

**INTERPRET INTENT and MEANING IN ARTISTIC WORK.**

TH:Re8.1.HSI - Proficient

a. Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.  
b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.  
c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

TH:Re8.1.HSII - Accomplished

a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.   
b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.  
c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.

TH:Re8.1.HSIII - Advanced

a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ theatre work.   
b. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.  
c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

**APPLY CRITERIA TO EVALUATE ARTISTIC WORK.**

TH:Re9.1.HSI - Proficient

a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.  
b. Consider the aesthetics of the production elements in a drama/theatre work.  
c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

TH:Re9.1.HSII - Accomplished

a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.  
b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.  
c. Verify how a drama/theatre work communicates for a specific purpose and audience.

TH:Re9.1.HSIII - Advanced

a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.  
b. Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.  
c. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

### **Content Standard 4: Connecting**

**EMPATHIZE. SYNTHESIZE and RELATE KNOWLEDGE AND PERSONAL EXPERIENCES TO MAKE ART**

TH:Cn10.1.HSI - Proficient

a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

TH:Cn10.1.HSII - Accomplished

a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.

TH:Cn10.1.HSIII – Advanced

a. Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

**RELATE ARTISTIC IDEAS and WORKS WITH SOCIETAL, CULTURAL, and HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING.**

TH:Cn11.1.HSI - Proficient

a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

**RELATE ARTISTIC IDEAS and WORKS WITH SOCIETAL, CULTURAL, and HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING.**

TH:Cn11.2.HSI - Proficient

a. Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.  
b. Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.

TH:Cn11.2.HSII - Accomplished

a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.  
b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/theatre work.

TH:Cn11.2.HSIII - Advanced

a. Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.  
b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theatre work, based on critical research.

**Music 9­12 STANDARDS (detailed)**

### **Content Standard 1: Performing**

**SELECT, ANALYZE AND INTERPRET ARTISTIC WORK FOR PRESENTATION.**

MU:Pr4.1.E.Hs - Novice

a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

MU:Pr4.1.E.Hs - Intermediate

a. Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

MU:Pr4.1.E.HSI - Proficient

a. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

MU:Pr4.1.E.HSII - Accomplished

a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

MU:Pr4.1.E.HSIII - Advanced

a. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

**ANALYZE THE STRUCTURE and CONTEXT OF VARIED MUSICAL WORKS and THEIR IMPLICATIONS FOR PERFORMANCE.**

MU:Pr4.2.E.Hs -Novice

a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

MU:Pr4.2.E.Hs - Intermediate

a. Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

MU:Pr4.2.E.HSI - Proficient

a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

MU:Pr4.2.E.HSII - Accomplished

a. Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

MU:Pr4.2.E.HSIII - Advanced

a. Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

**DEVELOP PERSONAL INTERPRETATIONS THAT CONSIDER CREATORS’ INTENT.**

MU:Pr4.3.E.Hs -Novice

a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

MU:Pr4.3.E.Hs - Intermediate

a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

MU:Pr4.3.E.HSI - Proficient

a. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

MU:Pr4.3.E.HSII - Accomplished

a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skill to connect with the audience.

MU:Pr4.3.E.HSIII - Advanced

a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers’ technical skill to connect with the audience.

**EVALUATE and REFINE SELECTED MUSICAL IDEAS TO CREATE MUSICAL WORK THAT MEETS APPROPRIATE CRITERIA.**

MU:Pr5.1.E.Hs -Novice

a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

MU:Pr5.1.E.Hs -Intermediate

a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

MU:Pr5.1.E.HSI - Proficient

a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU:Pr5.1.E.HSII - Accomplished

a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

MU:Pr5.1.E.HSIII - Advanced

a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

**PERFORM EXPRESSIVELY, WITH APPROPRIATE INTERPRETATION and TECHNICAL ACCURACY, and IN A MANNER APPROPRIATE TO THE AUDIENCE and CONTEXT.**

Convey meaning through the presentation of artistic work.

MU:Pr6.1.E.Hs - Novice

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.  
b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

MU:Pr6.1.E.Hs -Intermediate

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.   
b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

MU:Pr6.1.E.HSI - Proficient

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.   
b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

MU:Pr6.1.E.HSII - Accomplished

a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.  
b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

MU:Pr6.1.E.HSIII - Advanced

a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.  
b. Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

### **Content Standard 4: Connecting**

**SYNTHESIZE AND RELATE KNOWLEDGE AND PERSONAL EXPERIENCES TO MAKE ART.**

MU:Cn10.0.E.HSI - Proficient

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn10.0.E.HSII - Accomplished

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn10.0.E.HSIII - Advanced

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

**ANCHOR STANDARD: RELATE MUSICAL IDEAS AND WORKS WITH DAILY LIFE, SOCIETAL, CULTURAL AND HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING.**

MU:Cn11.0.E.Hs- Novice

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cn11.0.E.Hs -Intermediate

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cn11.0.E.HSI - Proficient

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cn11.0.E.HSII - Accomplished

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.   
  
MU:Cn11.0.E.HSIII- Advanced

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.