

Grade 10 Music Theatre

ADB 201

Curriculum Outline

Term 1

Creation (40%)

Group Dynamics and Introduction to drama games and icebreakers
Vocal Expression and introduction to voice work
Listening skills and building familiarity with genre
Ensemble work to explore character through song and movement

Theory (20%)

Trace the origins of genre
Terminology/Parts of a musicals
Key Players in creation of a musical
Willing Suspension of disbelief

Analysis (20%)

Journal Reflection
Generation of Assessment Criteria
Peer Evaluation

Term One Summative Evaluation (20%)

Students will focus on their role in an ensemble as they prepare and present a selection from a published musical. In groups, students will learn the music of a chosen song and create movement or choreography to go along with it. The focus is on the chorus or the group's ability to be unified both visually and vocally.

Term 2

Creation (40%)

Physical Expression and character creation
Vocal Dynamic and Clarity
Research Presentation

Theory (20%)

Play report #1
Evolution of Book Musical
Important Figures in Music Theatre History

Analysis (20%)

Journal Writing
Audience Reflection/evaluation
Self evaluation/reflection

Term Two Summative Evaluation (20%)

Students will select an important figure in music theatre history focusing on the era of 1900-1950, to research in detail. Poster board presentations will be conducted with an accompanying musical component. In small groups students will sing, act or dance one musical selection created by chosen historical figure.

Term 3

Creation (40%)

- Song as monologue
- Scene work and character creation
- Storytelling through movement/dance and exploring choreography
- Exploration of dance styles

Theory (30%)

- Play report #2
- Various choreographers/dance styles
- Acting Theory/Scenic Analysis

Analysis (30%)

- Journal Writing
- Writing in Role
- Generation of Assessment Criteria

Term Three Summative Evaluation (30% of Final Mark)

Students will interpret or reinterpret a musical selection of their choice working either solo, with a partner or as a trio. Students must present the scene before and/or after that extends the piece and puts in a dramatic context. Students will be evaluated on their ability to create the character /scene as authentically as possible having done the research/background work necessary according to the original musical. Marks will be based on all three aspects of their performance: Vocals, acting and movement.

****Please note at least one of the play reports must be a live performance of a musical. The second can be a review of a filmed version of a musical not previously viewed in class.**