

BIG IDEAS

Musical theatre integrates the arts to provide unique **aesthetic experiences**.

Musical theatre can effect change in the artist, audience, and environment.

Growth as an artist requires perseverance, resilience, and reflection.

Musical theatre is informed by history, culture, and community.

Active participation in musical theatre creates personal and cultural connections.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> Explore and create musical theatre collaboratively, using imagination, observation, and inquiry Rehearse and perform musical theatre Select and combine conventions from drama, music, and dance Take creative risks to express ideas, meaning, and emotions Experiment with props, processes, and technologies to create musical theatre productions Develop and refine musical theatre productions for an intended audience Combine elements of dance, drama, and music in musical theatre productions <p>Reason and reflect</p> <ul style="list-style-type: none"> Establish performance goals individually and with others Identify and provide constructive feedback to refine performances Describe, analyze, and respond to musical theater productions using discipline-specific vocabulary Develop awareness of self, others, and the audience Reflect on rehearsal and performance experiences Reflect on aesthetic experiences and how they relate to a specific place, time, and context 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> audition, rehearsal, and performance techniques specific to the musical theatre disciplines of drama, music, and dance musical theatre elements, principles, techniques, styles, tools, vocabulary, and symbols strategies and techniques to support creative processes roles of performers, crew, and audiences traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through musical theatre artists from a range of genres, periods, and cultures history of a variety of musical theatre genres ethics of cultural appropriation and plagiarism health and safety protocols and procedures

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • Document, share, and respond to musical theatre • Explore the role of story and narrative in expressing First Peoples perspectives, values, and beliefs, including protocols related to ownership of First Peoples oral texts • Express personal voice, cultural identity, and values through interdisciplinary arts techniques <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with creating, performing, and responding to musical theatre • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through musical theatre • Explore educational, personal, and professional opportunities in the performing arts • Explore the impacts of culture and society on musical theatre • Apply practices that ensure safe learning, rehearsal, and performance environments 	

Big Ideas – Elaborations

- **Musical theatre:** a fully staged production, concert staging, or scene study. The Big Ideas for Musical Theatre 11 are drawn from all four disciplines within Arts Education: dance, drama, music, and visual arts.
- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **performance goals:** goals relating to work both on stage and in technical and production roles
- **feedback:** a form of assessment for learning in which the learner is provided with meaningful observations, comments, and ideas from teachers and peers during the creative process
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **Document:** through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **drama, music, and dance:** Supplementary content may be drawn from the drama, music, and dance curricula.
- **strategies and techniques:** the use of dramatic elements and devices in rehearsal and performance contexts for a desired effect, including but not limited to:
 - skills such as interpretation
 - use of levels, blocking, movement elements, and speaking to the audience
 - speech techniques such as tone, pitch, tempo, accent, and pausing
 - character techniques involving body language, expression, gesture, and interaction
- **cultures:** including First Nations, Métis, and Inuit cultures
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn