**Area of Learning: ARTS EDUCATION — Musical Theatre Grade 10**

**BIG IDEAS**

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| Musical theatre provides a unique **aesthetic experience** with the power to effect change. |  | Ideas and beliefs are conveyed through **musical** **theatre** production. |  | Development as an artist requires perseverance, resilience, **risk taking**, and reflection. |  | Interpretation of existing work is an opportunity to represent identity and culture. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Explore and create musical theatre performances * Rehearse and perform **theatrical works** * Intentionally select and combine conventions from drama, music, and dance * Take creative risks to express ideas, meaning, and emotions * Experiment with a range of props, processes, and technologies to refine performances  in innovative ways * Develop dramatic works with an intended audience in mind   Reason and reflect   * Provide, receive, and apply feedback to develop and refine ideas * Analyze, interpret, and respond to performances using appropriate terminology * Develop an awareness of self and audience * Reflect on rehearsal and performance experiences * Reflect on dramatic experiences and how they relate to a specific **place**, time, and context   Communicate and document   * Document, share, and respond to creative works and experiences in a variety of contexts * Demonstrate an awareness of self, others, and the audience in artistic works | *Students are expected to know the following:*   * audition, rehearsal, and performance techniques specific to the musical theatre disciplines of **drama, music, and dance** * musical theatre styles, elements, principles, techniques, tools, vocabulary, and symbols * **strategies and techniques** to support creative processes * the roles of performers, crew, and audiences in a variety of contexts * traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through musical theatre * contributions of innovative artists from  a range genres, contexts, time periods,  and **cultures** * ethics of **cultural appropriation** and plagiarism |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Connect and expand   * 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 theatrical works * Explore educational, personal, and professional opportunities in musical theatre or related fields * Explore the practice habits of professionals working in the performing arts * Explore ways in which musical theatre impacts society * Apply practices that ensure safe learning, rehearsal, and performance environment |  |

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| **ARTS EDUCATION – Musical Theatre Big Ideas – Elaborations Grade 10** |
| * **aesthetic experience:** emotional, cognitive, or sensory response to a work of art * **musical theatre:** TheBig Ideas for Musical Theatre 10 are drawn from all four disciplines within Arts Education: dance, drama, music, and visual arts. * **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities |

| **ARTS EDUCATION – Musical Theatre Curricular Competencies – Elaborations Grade 10** |
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| * **theatrical works:** for example, fully staged production, concert staging, scene study * **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. * **ways of knowing:** First Nations, Métis and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive |

| **ARTS EDUCATION – Musical Theatre Content – Elaborations Grade 10** |
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| * **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; and character techniques involving body language, expression, gesture, and interaction * **cultures**: including First Nations, Métis and Inuit culture * **cultural appropriation:** use of a cultural motif, theme, “voice,” image, story, song, or drama, shared without permission, appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn |