

# Musical Theatre I :: Introductory

TEKS Strand	Expectations
<p><b>Foundations: inquiry and understanding.</b> The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre.</p>	Students recognize the three major components of musical theatre- dance, music, and theatre. Students identify key vocabulary and techniques related to musical theatre. Students compare and contrast varying musical theatre styles and forms (stage, TV, film).
<p><b>Creative expression: performance.</b> The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script.</p>	Students experience the three major components of musical theatre- dance, music, and theatre. Students portray and interpret characters and dramatize stories using musical theatre techniques.
<p><b>Creative expression: production.</b> The student applies design, directing, choreography, and musical theatre production concepts and skills.</p>	Students explore and take-on various roles in order to create a musical. Students collaborate in order to develop a piece of musical theatre with technical elements and a clear production concept.
<p><b>Historical and Cultural Relevance</b> The student relates musical theatre to history, society, and culture.</p>	Students study influences that served as impetus for musical theatre. Students identify the specific elements that make up the genre American Musical Theatre.
<p><b>Critical Evaluation and Response</b> The student responds to and evaluates musical theatre performances.</p>	Students give and receive feedback on musical theatre performance. Students explore various career opportunities in musical theatre and make connections between musical theatre and other disciplines of study.
<p><b>Example:</b></p> <p>In order to explore musicals in popular culture, Mr. Rodriguez uses current musical films and TV shows. In small groups, students list musical feature films and television programs (TV shows or made for TV movies). Small groups share their lists with the larger class.</p> <p>Mr. Rodriguez chooses one musical to read, view, and discuss. Before viewing the film, students read and analyze the stage play. Students outline the major plot points and use a graphic organizer to compare and contrast the film with the stage production. Students consider why the changes occurred between the two artistic mediums and why other moments in the script remained intact.</p> <p>Students discuss the roles (jobs) needed to create the musical and each collaborator's job description. Students can give an example of how their artistic work was seen (or was not seen) in the film.</p> <p>Students connect the themes in the musical to current events in their local community, nation, or world. Students identify how the film and play hold specific cultural and/or historical relevance.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	