

# Musical Theatre II :: Follows Musical Theatre I

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 analyze musical theatre. Students practice skills used in the art form.
<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 use analysis to develop choices to be applied to musical theatre performance. Students create new work or material for performance.
<p><b>Creative expression: production.</b> The student applies design, directing, choreography, and musical theatre production concepts and skills.</p>	Students collaborate and embody the roles within a production team in order to analyze musical theatre work.
<p><b>Historical and Cultural Relevance</b> The student relates musical theatre to history, society, and culture.</p>	Students examine contemporary musical theatre and explore the history of American Musical Theatre. Students make connections between musical theatre and society.
<p><b>Critical Evaluation and Response</b> The student responds to and evaluates musical theatre performances.</p>	Students engage in self and peer evaluations. Students critically analyze the interdependence of the art forms that create musical theatre and the production elements used in performance.
<p><b>Example:</b></p> <p>Mrs. Gomez provides production plans for one show for students to view and analyze. Together the students walk through research/dramaturgy casebook, rehearsal plans, production schedule, technical designs, blocking and choreography notes, and other related materials for rehearsal.</p> <p>Students will identify key components of each artifact and explain what member of the production team would use these documents. Students articulate the skills needed to perform the job and produce production plans to create that specific aspect of the musical.</p> <p>Students select a show they want to work on from a list provided by Mrs. Gomez. Together the class will read and analyze the musical. Students are broken up into small groups. In each small group students take on the role of designer, technician, director, stage manager, dramaturge, etc.</p> <p>Students will create and present their production plans to the class; justify their choices textually and aesthetically; and describe their process.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	