

## Musical Theatre III :: Follows Musical Theatre II

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 develop musical theatre skills and techniques. Students collaborate with artistic partners. Students use essential vocabulary in order to convey meaning and engage in dialogue about the work.
<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 create and sustain believe characters through acting, singing, and dancing while applying appropriate technique specific to the art form(s). Students analyze work for personal interpretation.
<p><b>Creative expression: production.</b> The student applies design, directing, choreography, and musical theatre production concepts and skills.</p>	Students demonstrate responsibility and leadership in various areas/roles within musical theatre. Students solve production problems collaboratively and apply appropriate technique specific to the art form(s).
<p><b>Historical and Cultural Relevance</b> The student relates musical theatre to history, society, and culture.</p>	Students experiment with forms of musical theatre using practices and principals relevant to specific genres, cultures, or artists. Students explore the development of American Musical Theatre.
<p><b>Critical Evaluation and Response</b> The student responds to and evaluates musical theatre performances.</p>	Students relate musical theatre skills and experiences to higher education and careers outside of the theatre. Students evaluate and critique work of self and others.
<p><b>Example:</b></p> <p>Ms. Sanchez teaches the students basic acting, singing, and dance techniques specific to each art form separately. Then, Ms. Sanchez guides the students in exploring how these three elements are used to create and develop a character in musical theatre. Students not only observe these skills through teacher model or video, but they have an opportunity to try the techniques out themselves.</p> <p>Ms. Sanchez and the students collaboratively analyze scenes from published texts and explore how an actor/singer/dancer interprets the character and may choose to perform the scenes.</p> <p>With her students, Ms. Sanchez creates a list of "What makes a quality performance." The students and teacher use this checklist as a guide for using the voice and body to create dramatization. Ms. Sanchez turns this checklist into a rubric.</p> <p>Students practice building and developing a character through acting, singing, and/or dancing for their own scene. Each student fills out a self-assessment rubric. Students pair up and fill out a rubric on each other. This information is used to guide the rehearsal process. In final performances, Ms. Sanchez uses the same rubric to evaluate and assess each student individually.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	