

BIG IDEAS

<p>Musical theatre provides a unique aesthetic experience with the power to effect change.</p>	<p>Ideas and beliefs are conveyed through musical theatre production.</p>	<p>Development as an artist requires perseverance, resilience, risk taking, and reflection.</p>	<p>Interpretation of existing work is an opportunity to represent identity and culture.</p>
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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 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 <p>Reason and reflect</p> <ul style="list-style-type: none"> • 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 <p>Communicate and document</p> <ul style="list-style-type: none"> • 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 	<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 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

Learning Standards (continued)

Curricular Competencies	Content
<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 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 	

Big Ideas – Elaborations

- **aesthetic experience:** emotional, cognitive, or sensory response to a work of art
- **musical theatre:** The Big 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

Curricular Competencies – Elaborations

- **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

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; 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