

BIG IDEAS

Musical theatre is made unique by its combination of drama, music, and dance.

Ideas and beliefs conveyed in a **musical theatre production** can effect change in the artist, audience, and environment.

Growth as an artist is dependent on perseverance, resilience, risk taking, and reflection.

Musical theatre is informed by the history, culture, community, and value system in which it exists.

Active participation in musical theatre creates personal and cultural connections and reveals insights into human experience.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create theatrical works collaboratively using imagination, observation, and inquiry • Intentionally select and combine elements and conventions • Engage in appropriate risk taking to express ideas, meaning, and emotions • Demonstrate creative thinking and innovation using ideas inspired by improvisation • Experiment with a range of props, processes, and technologies to create and refine performances in innovative ways • Develop and refine dramatic works with an intended audience in mind • Engage skills beyond traditional application • Develop a repertoire of vocabulary, tools, and techniques related to musical theatre • Demonstrate increasingly sophisticated application of drama, music, and dance elements and skills through performance <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Identify, receive, and provide effective feedback to develop practice • Describe, analyze, interpret, and respond to performances using appropriate terminology • Develop awareness of self, audience, and place • Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of performances • Reflect on dramatic works and make connections to other experiences • Apply knowledge and skills from other disciplines in planning, creating, performing, and interpreting musical theatre • Reflect on rehearsal and performance experiences • Establish evolving performance goals as an individual and in collaboration with others 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • a variety of audition, rehearsal, and performance techniques specific to the musical theatre disciplines of drama, music, and dance • musical theatre styles, elements, principles, techniques, vocabulary, and symbols • a wide variety of strategies and techniques to support creative processes • the necessary interplay of movement, sound, and role interpretation to convey meaning in musical theatre • the role of performers, crew, and audiences in a variety of contexts • contributions of innovative artists from a variety of genres, contexts, time periods, and cultures, including Aboriginal culture • post-secondary training and study programs leading to careers in musical theatre • a range of local, national, global, and intercultural performers, movements, and genres • traditional and contemporary Aboriginal worldviews, history, and stories • cross-cultural perspectives as communicated through musical theatre

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Document, share, and respond to creative works and experiences in a variety of ways and contexts • Receive and apply constructive feedback to develop and refine ideas • Communicate ideas and interpret emotions through each of the arts, on their own or in combination • Express personal voice, cultural identity, perspectives, and values through interdisciplinary arts techniques in a variety of settings • Demonstrate respect for self, others, and the audience • Use musical theatre to communicate and respond to community, social, and environmental issues <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Demonstrate increasingly sophisticated application of music and/or theatre elements, principles, techniques, vocabulary, and symbols • Reflect personal voice, story, and values in connection with a specific place, time, and context • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through theatrical works • Expand skills, processes, and inquiries by making connections with the production team, community, and beyond • Explore ways in which musical theatre impacts cultures and society • Adapt learned skills or processes for use in new contexts • Explore the practice habits of professionals working in the performing arts • Make connections between musical theatre and other creative disciplines • Apply practice that ensures a safe learning, rehearsal, and performance environments 	<ul style="list-style-type: none"> • history and theory of a variety of musical theatre genres, including their role in historical and contemporary societies • the influence of social, cultural, historical, political, and personal context • personal and social responsibility associated with creating, performing, and responding to musical theatre • the ethics of cultural appropriation and plagiarism • identification and control of potential hazards in learning, rehearsal, and/or performance environments

Big Ideas – Elaborations

- **musical theatre production:** The Big Ideas for Musical Theatre 11 are drawn from all four disciplines within Arts Education: dance, drama, music, and visual arts.

Curricular Competencies – Elaborations

- **theatrical works:** e.g., fully staged production, concert staging, scene study
- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **place:** place is 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
- **performance goals:** goals relating to work both on stage and in technical and production roles
- **ways of knowing:** various beliefs about the nature of people’s knowledge (e.g., Aboriginal, 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
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn