

## 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 training, 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 the arts is essential to building culture, expressing and exploring personal identity, and revealing insights into the human experience.

## Learning Standards

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

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Document, share, and respond to creative works and experiences in a variety of ways and contexts</li> <li>• Receive and apply constructive feedback to develop and refine ideas</li> <li>• Communicate ideas and interpret role through the various musical theatre disciplines</li> <li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing Aboriginal perspectives, values, and beliefs</li> <li>• Express personal voice, cultural identity, perspectives, and values through interdisciplinary arts techniques in a variety of settings</li> <li>• Demonstrate respectful behaviour towards self, the production team, and the audience</li> <li>• Use musical theatre to communicate and respond to social and community issues</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate increasingly sophisticated application of music and/or theatre elements, principles, techniques, vocabulary, and symbols</li> <li>• Reflect personal voice, story, and values in connection with a specific <b>place</b>, time, and context</li> <li>• Explore Aboriginal perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through theatrical works</li> <li>• Expand skills, processes, and inquiries by making connections with the production team, community, and the world</li> <li>• Explore ways in which musical theatre impacts cultures and society</li> <li>• Refine and employ learned skills or processes for use in new contexts</li> <li>• Explore and identify the practice habits of professionals working in the performing arts</li> <li>• Make connections through musical theatre among individuals in the learning community and on a local, regional, and international scale</li> <li>• Make connections between musical theatre and other areas of learning</li> <li>• Apply practice that ensures safe learning, rehearsal, and performance environments</li> </ul>	<ul style="list-style-type: none"> <li>• cross-cultural perspectives as communicated through musical theatre</li> <li>• history and theory of a variety of musical theatre genres, including their role in historical and contemporary societies</li> <li>• the influence of social, cultural, historical, political, and personal context</li> <li>• personal and social responsibility associated with creating, performing, and responding to musical theatre</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

**Big Ideas – Elaborations**

- **musical theatre production:** The Big Ideas for Musical Theatre 12 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
- **performance goals:** goals relating to work both on stage and in technical and production roles
- **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 of the world.
- **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