

Georgia Performance Standards

Fine Arts

GRADES: 9-12

MUSICAL THEATRE II

TAHSMTH.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Identifies dramatic structure in a musical
- b. Analyzes dramatic elements in a musical text or performance
- c. Analyzes themes in a musical text or performance
- d. Explains how text, music, and movement can be used to advance the plot of a musical
- e. Examines the use of musical motifs to set mood and establish character
- f. Analyzes vocal elements in a musical for performance

TAHSMTH.2 Developing scripts through improvisation and other theatrical methods

- a. Explores a variety of musical techniques including recitative, aria, ballad, and other musical theatre conventions
- b. Analyzes song lyrics as dramatic text to promote character development
- c. Improvises using various musical techniques
- d. Modifies or adapts an existing song to a different context
- e. Creates an outline for an original musical based on an original work or a story adaptation
- f. Develops an original song based on existing material

TAHSMTH.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Applies appropriate vocal technique for speaking and singing
- b. Records blocking notation in a text for a performance
- c. Analyzes and scores a text for musical performance
- d. Creates and sustains character throughout a musical performance
- e. Distinguishes between vocal ranges
- f. Demonstrates vocal performance skills such as articulation, projection, volume, pitch, tone, and vocal placement

TAHSMTH.4 Designing and executing artistic and technical elements of theatre

- a. Identifies key concepts of various elements of technical production including sets, props, costumes, makeup, lighting, and sound
- b. Creates a plot for a specific area of technical production in musical theatre
- c. Explores the relationship between design choices and the overall musical performance
- d. Examines the impact of costume and makeup design on character development
- e. Creates a rendering or model of a set or lights or props or costumes for a musical theatre production
- f. Explores the relationship between sound production and vocal performance

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TAHSMTII.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Compares and contrasts presentational and representational styles in musical theatre
- b. Defines and evaluates the roles of the director in a production
- c. Produces a concept statement for a musical performance
- d. Develops a multi-scene rehearsal schedule
- e. Directs a scene or song for musical performance
- f. Applies cultural and historical research to justify choices in directing and acting projects

TAHSMTII.6 Researching cultural and historical information to support artistic choices

- a. Defines the role of a dramaturge
- b. Analyzes a musical text for era specific language, music style, and other cultural characteristics
- c. Investigates the careers of musical theatre collaborators
- d. Examines the influences of social, historical, and economic conditions on the musical script
- e. Constructs a dramaturgical display related to a musical production
- f. Researches unfamiliar vocabulary and phrases found in musical theatre texts

TAHSMTII.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Masters and executes basic dance steps
- b. Demonstrates basic singing techniques
- c. Combines dance, song, and text into an individual or group performance
- d. Explores the influence of the musical score on plot and character development
- e. Analyzes music to recognize performance cues
- f. Draws upon personal experiences to create dramatic characters and works
- g. Demonstrates sight-reading skills

TAHSMTII.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Traces the historical development of musical theatre
- b. Interprets how societal conditions influence the creation of a musical
- c. Connects the theme/s in a musical to contemporary society and to the broader human experience
- d. Analyzes the lives, works, and influences of major musical theatre figures in various cultures and historical periods
- e. Examines the role and influence of musical theatre and musical media in modern society
- f. Appraises and compares current trends in musical theatre styles

TAHSMTII.9 Exploring the business of theatre

- a. Explores the process of developing a musical for the Broadway stage
- b. Compares and contrasts standard operating procedures for Equity, Non-Equity, and amateur theatres

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- c. Identifies and analyzes “above the lines” and “below the lines” roles of theatre-producing organizations
- d. Creates a marketing plan for a musical production
- e. Outlines a production budget for a musical production
- f. Examines and analyzes performance contracts

TAHSMTII.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Develops and defends criteria for assessing each area of musical theatre production
- b. Justifies acting choices to prepare a role in a musical performance
- c. Evaluates the work of individual contributors to the production process
- d. Judges the effectiveness of the final performance based on the quality of the rehearsal process
- e. Compares and contrasts live musical performances to taped performances, film adaptations, and script readings
- f. Explores and evaluates the collaborative process of a production

TAHSMTII.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Observes and demonstrates appropriate audience etiquette
- b. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience
- c. Explores and analyzes the “chemistry” between actor and audience