

RBHS Musical Theatre Units

* indicates unit requiring peer critiques

Musical Theatre I

Small Group Singing *

- Discuss and develop good vocal technique
- Sing in a group with brief solo work on an up-tempo Broadway song
- Develop good performing techniques
- Work closely with teacher for improvement

Assessment: Group Singing Performance

5 rehs; Master Class – 9/10; Perform – 9/16

Duet Singing *

- Continue developing good vocal technique
- More advanced solo work with some harmony on a Broadway ballad (slow, lyrical)
- Continue developing good performing techniques
- Work closely with teacher for improvement

Assessment: Group Singing Performance

5 rehs; Master Class – 10/8; Perform – 10/14

Blocking/Stage Geography & Terms

- Develop knowledge of stage geography and terminology
- Identify all parts of the stage and display knowledge of blocking terminology
- Perform a “straight play” scene demonstrating proper blocking techniques

Assessment: Stage Geography/Terminology Test/Scene Blocking Performance

Instruction – 10/20; Test – 10/22

Dance/Stage Choreography Research

- Develop knowledge of dance/choreography styles used in modern musicals thru research
- Display knowledge through organized group presentation of specific dance style

Assessment: Choreography Research Presentation

Research – 10/26, 28, 11/1, 3; Presentation – 11/5

Dance Step Rehearsals

- Participate in class activities to learn specific steps in several styles of dance and choreography in a group format

Assessment: Teacher Observation

11/9, 11, 16

Musical Theatre 2/3

“Classics” Ballad Solo Singing *

- Display improving vocal technique
- Rehearse and perform solo ballad from classic Broadway show (1940-1970)
- Expand performing technique

Assessments: Solo Singing Performance

5 rehs; Master Class – 9/14; Perform – 9/21

“Contemporary” Character Solo Singing

- Discuss character song types/uses
- Select appropriate character song from contemporary Broadway show (1970 - present)
- Research the identity and back-story of the character in the song
- Identify and demonstrate use of character in performance of selected repertoire

Assessments: Character Song Performance

5 rehs; Master Class – 10/12; Perform – 10/18

Blocking/Stage Geography & Terms

- Review and reinforce knowledge of stage geography and terminology
- Identify all parts of the stage and display knowledge of blocking terminology
- Direct/Co-Direct a scene demonstrating proper blocking techniques

Assessment: Stage Geography/Terminology Test/Scene Blocking Direction

Instruction – 10/20; Test – 10/22

Monologue

- Research monologues from musicals or plays
- Identify and use appropriate stage presence/blocking as needed
- Perform monologue

Assessments: Monologue Performance

Rehearse – 10/26, 28, 11/1; Perform – 11/3

Dance Step Rehearsals

- Participate in class activities to reinforce specific steps in several styles of dance and choreography in a group format

Assessment: Teacher Observation

11/9, 11, 16

Audition Unit: Solo/Prepared Reading *

- Identify and understand important aspects of musical theatre auditions
- Continue developing good vocal technique
- Prepare and sing a solo for "mock" auditions
- Prepare a reading for "mock" auditions

Assessment: Solo Singing/Group Reading Audition

8 rehs; Master Class – 12/15; Auditions 12/17; 12/21

Complete Scene Preparation/Performance *

- Work with "director" to select actual scene from established show
- Prepare all aspects of the scene including singing, acting, and choreography
- Perform selected scene displaying good vocal technique and understanding of his/her role in the scene

Assessment: Teacher Observation/Complete Scene Performance

9 rehearsals; Perform 2/2

History of Musical Theatre

- Identify important figures in history of musical theatre including writers, composers, directors, actors, etc.
- Identify important shows in history of musical theatre and discuss their importance
- Display advanced knowledge of at least 1 important figure in a prepared presentation to include information, visual, and aural examples

Assessment: Completed Musical Theatre Scavenger Hunt

2 class periods

Spring Musical Theatre Showcase

- Audition for role(s) in Spring Showcase
- Actively participate in all assigned in-class rehearsals
- Actively participate in all assigned out-of-class rehearsals
- Perform in final performances of Spring Showcase

Assessment: Teacher Observation of rehearsals/performance & Audition preparation

Rehearsals start 2/15; Extra rehearsals: 5/2, 3, 4, 5; Performances 5/6, 7

Original Scene Creation/Performance *

- Compose original scenic material by developing plot synopsis, character description, and dialogue
- Select at least 2 previously published songs to synthesize with the original material
- Rehearse and perform the original scene including blocking, acting, singing, and choreography

Assessment: Complete Scene Performance

4 -5 rehearsals; Perform last day of school

Audition Unit: Show Research/Casting

- Research plot/characters of specific show
- Prepare show synopsis and detailed character descriptions including vocal range
- Review important aspects of musical theatre audition process
- Develop audition criteria and scoring guide
- Hold "mock" auditions for selected show
- Cast selected show, preparing actual cast list

Assessment: Submission of audition materials

9 class periods; Auditions 12/17; 12/21

Complete Scene Direction/Choreography *

- Using the Audition Unit selected show, select a scene including acting, singing, and dancing
- Develop and submit blocking notes for the scene
- Work with actors to develop their character, prepare their song(s), learn choreography for the song(s)

Assessment: Teacher Observation/Peer Actor Assessment

9 rehearsals; Perform 2/2

Set Design Project

- Identify tried-and-true scene design techniques
- Using the same selected scene, research setting of the musical and the scene, including time period.
- Develop a set of color scene drawings and small-scale model of the scene using a specific design technique

Assessment: Drawings/Model of Set Design or Drawings/Costume Mock-up of Costume Design

2 class periods

Spring Musical Theatre Showcase

- Audition for role(s) in Spring Showcase
- Actively participate in all assigned in-class rehearsals
- Actively participate in all assigned out-of-class rehearsals
- Perform in final performances of Spring Showcase

Assessment: Teacher Observation of rehearsals/performance & Audition preparation

Rehearsals start 2/15; Extra rehearsals: 5/2, 3, 4, 5; Performances 5/6, 7

Original Scene Creation/Performance *

- Compose original scenic material by developing plot synopsis, character description, and dialogue
- Select at least 2 previously published songs to synthesize with the original material
- Rehearse and perform the original scene including blocking, acting, singing, and choreography

Assessment: Complete Scene Performance

4 -5 rehearsals; Perform last day of school

Musical Theatre Grading

Grades in Musical Theatre are divided up in the following areas. Extra Credit may be earned each quarter by special arrangement with the teacher. No more than 10% of the total points possible in a quarter can be earned as extra credit. Tardies and Unexcused absences may not be made up. Excused absences may be made up through concert attendance outside the school day at approved performances or through special arrangement with the teacher.

Musical Theatre I

Semester 1

- Daily Participation – 5pts per day (200 pts total)
- Small Group Presentation – 50pts
- Small Group Critique – 25pts ea.
- Stage Geography Test – 38pts
- Dance Unit Presentation – 100pts
- Audition Project – 100pts

Semester 2

- Daily Participation – 5pts per day (200 pts total)
- Complete Scene Project – 300pts
- History of Musical Theatre Project – 100pts
- Spring Showcase Extra Rehearsals – 25 pts each (75 total)
- Spring Showcase Performances – 100 pts each (200 possible)
- Original Scene Project – 100pts

Musical Theatre II/III

Semester 1

- Daily Participation – 5pts per day (200 pts total)
- Solo/Duet Performances – 50pts ea (100 pts possible)
- Small Group Critique – 25pts ea.
- Stage Geography Test – 38pts
- Monologue/Character Solo Performances – 50pts ea (100 pts possible)
- Audition Project – 100pts

Semester 2

- Daily Participation – 5pts per day (200 pts total)
- Complete Scene Project – 300pts
- Set Design/Costume Design Project – 200pts
- Spring Showcase Extra Rehearsals – 25 pts each (75 total)
- Spring Showcase Performances – 100 pts each (200 possible)
- Original Scene Project – 100pts

Rock Bridge High School
Musical Theatre Performance Grading Rubric

Name:

Date:

Performance Piece:

Score (85poss):

The student...

Technique	5	4	3	2	1
Intonation	Consistently displays proper intonation	Frequently displays proper intonation with 2 or 3 minor pitch problems	Sometimes displays proper intonation. Several pitch problems occurred	Seldom displayed proper intonation. This greatly detracted from the perf.	Never displayed proper intonation. This should be addressed in reh.
Tone Quality	Consistently displays proper tone quality. Tone is open and free.	Frequently displays proper tone quality. Occasional misuse of voice occurred.	Sometimes displays proper tone quality. Lacks one or two aspects of proper production.	Seldom displayed proper tone quality. Voice is not being used correctly	Never displayed proper tone quality. Tone is forced and harsh, or not being used to potential
Diction	Clearly enunciated all consonants. Vowels were tall and open	Frequently enunciated consonants. Vowels were often tall and open	Sometimes clearly enunciated consonants. Vowels were thin and closed	Seldom pronounced words clearly. Vowels laced a vertical approach	Did not produce correct vowels and was difficult to understand due to poor enunciation
Breathing	Is breathing low and expansive, and well controlled	Is developing a solid, low breath. Some control is established	Has not developed a lower, deeper breath. Breathing is somewhat controlled	Uses clavicular breathing and lacks control for longer phrases	Lacks any breath to sustain a solid tone for even 1-2 pitches. Takes frequent, shallow breaths
Rhythm Accuracy	Performed all assigned rhythms correctly	Performed most assigned rhythms correctly	Performed some assigned rhythms correctly	Performed few assigned rhythms correctly	Performed no assigned rhythms correctly
Note Accuracy	Performed all assigned pitches correctly	Performed most assigned pitches correctly	Performed some assigned pitches correctly	Performed few assigned pitches correctly	Performed no assigned pitches correctly
Posture	Stands tall, with hands at side, head is in correct position, shoulders back	Frequently displays proper posture. Lacks one of important criteria	Sometimes displays proper posture. Lacks more than one important criteria	Seldom displays proper posture. Lacks several important criteria	Never displays proper posture. Does not display any important criteria.
Musical Effect	5	4	3	2	1
Interpretation/ Stage Presence	Consistently displayed proper interpretation of text. SP was exciting and in context	Frequently displays proper interpretation SP was good and in context	Sometimes displays proper interpretation SP was OK – occasionally not in context	Seldom displays proper interpretation SP was uninspired or not in context	Never displays proper interpretation SP was inappropriate or not seen.
Phrasing	Consistently displayed proper phrasing of music to text	Frequently displayed proper phrasing of music to text	Sometimes displays proper phrasing. Took breaths or paused in wrong places	Rarely shows a knowledge of proper phrasing with many inappropriate breaths	Did not sing a musical phrase within the performance
Dynamics	Consistently displays proper use of dynamics within the context of the piece	Frequently used proper dynamics. Performance was not distracting	Sometimes used proper dynamics. Occasional wrong dynamics were distracting	Seldom displayed proper dynamics. Performance was mostly out of context	Never displayed proper dynamics. Singer either sang too loud or was hardly ever heard.

Singing Total _____

Acting	5	4	3	2	1
Diction	Clearly enunciated all consonants. Vowels were tall and open	Frequently enunciated consonants. Vowels were often tall and open	Sometimes clearly enunciated consonants. Vowels were thin and closed	Seldom pronounced words clearly. Vowels laced a vertical approach	Did not produce correct vowels and was difficult to understand due to poor enunciation
Posture	Stands tall, with hands at side, head is in correct position, shoulders back	Frequently displays proper posture. Lacks one of important criteria	Sometimes displays proper posture. Lacks more than one important criteria	Seldom displays proper posture. Lacks several important criteria	Never displays proper posture. Does not display any important criteria.
Projection	Was clearly heard and understood from the audience	Often was heard, but occasionally dropped words or phrases	Sometimes was heard. He/she needs to use more breath and project the voice	Seldom was heard by the audience. This is a weakness for this performer to be addressed.	Never was heard clearly.
Inflection	Consistently used inflection in their voice while delivering lines.	Frequently used inflection, but was occasionally monotone	Sometimes used inflection. Lines were often without character	Seldom used inflection in their dialogue.	Never used inflection in their voice.
Interpretation/ Stage Presence	Consistently displayed proper interpretation of text. SP was exciting and in context	Frequently displays proper interpretation SP was good and in character	Sometimes displays proper interpretation SP was OK – occasionally not in character	Seldom displays proper interpretation SP was uninspired or not in character	Never displays proper interpretation SP was inappropriate or not seen.

Blocking/Dance Critique	5	4	3	2	1
Blocking	Consistently displays proper execution of assigned blocking	Frequently displays proper execution of blocking – occasional missteps occurred	Sometimes displays proper execution of blocking – was often in wrong place or facing wrong direction or was not appropriate for the piece	Seldom displayed proper execution of blocking. Blocking was not appropriate for the piece. This was very distracting in the performance	Never displayed proper execution or appropriate use of blocking.
Dancing Accuracy	Consistently performed the assigned dance steps with grace and accuracy	Frequently performed the dance steps – occasional missteps occurred	Sometimes performed the dancing with accuracy. Several missteps occurred	Seldom performed the steps accurately. Showed little sign of preparation.	Never showed a concept of dancing. Steps were uncoordinated and erratic.

Acting/Choreography Total _____