

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Music Literacy & Theatrics</p>	<ol style="list-style-type: none"> 1. Identify lines and spaces of staff according to vocal range. (MU.A.3.4.2) 2. Identify and define key signatures and time signatures in literature performed. (MU.A.3.4.2) 3. Demonstrate aural recognition of rhythmic and tonal patterns. (MU.A.3.4.2) 4. Read rhythmic and tonal patterns from notation. (MU.A.3.4.2) 5. Define theatrical terminology and commons stage terms. (MU.E.1.4.1) 6. List and define parts of the stage. (MU.E.1.4.1) 7. Apply theatrical terminology in practice settings. (MU.E.1.4.1) 8. Use consistent characterization in a role involving acting, singing, or dancing. (MU.E.1.4.1) 9. Respond appropriately to conducting gestures of musical director and stage directions of theatrical director. (MU.A.2.4.3) 10. Perform movement, dance, lines and vocal parts from memory in practice/performance situations. (MU.A.1.4.1) 	<ol style="list-style-type: none"> A. The student can sight sing vocal lines from notation in his/her voice range. (MU.A.3.4.1) B. The student can group notes into measures in a variety of time signatures. (MU.A.3.4.2) C. The student can identify tonal and rhythmic patterns in the literature performed. (MU.A.3.4.2) D. The student can define theatrical terminology and stage directions, as well as label parts of the stage. (MU.E.1.4.1) E. The student can respond with appropriate behaviors to stage directions in practice/performance situations such as monologues, dialogues, short scenes. (MU.E.1.4.1) F. The student can perform practice/performance situations using memorized lines, vocal parts, movement and dance steps. (MU.A.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Expressive and Stylistic Characteristics</p>	<ol style="list-style-type: none"> 1. List and describe the major styles of American musical theater. (MU.C.1.4.2) 2. Name examples which correlate to the particular style listed. (MU.E.1.4.1) 3. Match the style of musical to a particular historical period. (MU.E.1.4.1) 4. Execute phrasing, dynamics, and other expressive characteristics in literature performed. (MU.E.1.4.1) 5. Express the meaning of text in singing, acting, and movement. 6. Define expressive and stylistic terms found in literature performed. (MU.E.1.4.1) 	<ol style="list-style-type: none"> A. The student can identify and describe various styles of American musical theater, listing examples of styles given. (MU.E.1.4.1) B. The student can describe and compare the styles of musicals during specific periods of development. (MU.E.1.4.1) C. The student can adjust style to suit the work being performed. (MU.D.1.4.3) D. The student can analyze lyrics with regard to expression. (MU.D.2.4.2)
<p>III Forms, Structures, History and Literature</p>	<ol style="list-style-type: none"> 1. Identify forms of American musical theater. (MU.C.1.4.2) 2. List the forms of American musical theater in chronological order. (MU.C.1.4.2) 3. Discuss the developmental relationship of the forms of musical theatre. (MU.C.1.4.3) 4. Identify outstanding personalities and their contributions to American musical theater. (MU.E.2.4.3) 	<ol style="list-style-type: none"> A. Students will identify major historical developments of the American musical theatre as an art form, describing various forms and styles and listing prominent composers. (MU.E. 1.4.2) B. Students will identify synopsis, characters and composers in a minimum of twenty (20) significant American musical theatre productions. (MU.E. 1.4.2)

COMPONENT	OBJECTIVES	COMPETENCY
IV Technique	<ol style="list-style-type: none"> 1. Use, in correct context, technical terms relating to the stage (stage equipment, sets, sound, lighting, etc.). (MU.E.1.4.1) 2. Use, in correct context, basic vocabulary relating to production areas such as make-up, props, wardrobe, advertising and promotion. (MU.E.1.4.1) 3. Use two or more of the production skills listed through participation in a workshop or actual production: <ol style="list-style-type: none"> a) make-up techniques (aging, oriental etc.) b) basic elements of set construction and design. c) basic elements of wardrobe design and style periods. d) basic elements of microphone technique and use of sound effects. e) basic elements of lighting design and operation. f) sources for prop acquisition and knowledge of basic prop care. g) techniques for advertising design and promotional activities. (MU.E.1.4.1) 4. Memorize lines, movement and cues for performance. (MU.A.1.4.1) 5. Develop and/or use movement and dance steps appropriate to the style of music. (MU.E.1.4.1) 6. Use voice articulation and projection techniques when acting and/or singing. (MU.A.1.4.1) 7. Demonstrate proper singing posture and breath control. (MU.A.1.4.1) 8. Demonstrate an open unforced, focused, vocal tone with vertical vowels and appropriate consonant articulation. (MU.A.1.4.1) 9. Consistently sing on pitch with an open throat and relaxed jaw. (MU.A.1.4.1) 	<ol style="list-style-type: none"> A. The student can demonstrate technical competencies in two or more production areas such as make-up, set design or construction, prop acquisition and care, wardrobe design, technical sound, lighting, advertising and promotion. (MU.E.1.4.1) B. The student can execute dance steps and movements consistent with a specific role. (MU.E.1.4.1) C. The student can sing and speak vocal parts using vocal techniques that support good vocal tone, in tune singing, proper diction, balance and blend. (MU.A.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
<p>V Personal/Social Musical Development and Lifelong Learning</p>	<ol style="list-style-type: none"> 1. Analyze and recognize physical and personality characteristics and performance skills necessary to the casting of a variety of roles. (MU.E.1.4.1) 2. Establish criteria to evaluate musical productions utilizing theatrical and musical terminology. (MU.E.1.4.1) 3. View productions of musicals in the community and through media. (MU.E.2.4.2) 4. Characterize a performance using established criteria. (MU.D.2.4.1) (MU.D.2.4.2) 5. Write a summary/critique of a musical using appropriate vocabulary/terminology. (MU.E.2.4.2) 6. Participate in all activities. (MU.E.2.4.2) 7. Demonstrate behaviors that reflect a positive contribution to activities. (MU.E.2.4.2) 8. Demonstrate performance poise. (MU.E.2.4.2) 9. Demonstrate appropriate audience behavior. (MU.E.2.4.2) 10. Locate opportunities for additional instruction or experiences in musical theater in the school and community. (MU.C.2.4.2) 11. List factors to be considered in choosing a career in music. (MU.E.2.3.1) 12. Analyze the discipline, knowledge, and skills required for career preparation in music. (MU.E.2.3.3) 13. Explain the function of the music union, (AFM) agents, placement services, copyright applications, and contracts. (MU.E.2.3.1) 14. Prepare a budget for a concert. (MU.E.2.3.3) 	<ol style="list-style-type: none"> A. Students can develop a criteria for reviewing performance of self and others and can evaluate in regard to technical and aesthetic issues. (MU.D.2.4.1) B. The student can participate in all activities and contribute to the well being of the group. (MU.E.2.4.2) C. <i>The students can discuss the requirements for a career in music.</i> (MU.E.2.3.1) D. <i>The student can complete a research project about his/her music career interest.</i> (MU.E.2.3.3) E. <i>The student can complete a budget for a concert event.</i> (MU.E.2.3.3)