



Musical Theatre Scope and Sequence

Course #0400700

<https://www.cpalms.org/PreviewCourse/Preview/17605>



Curriculum Map



Sequence



Supports



Feedback

Quarter	Unit	IG	Topic Name	Standards	Assessment	Days*	
First Quarter	Introduction to Musical Theatre and Acting the song		Students will practice connecting emotionally to a song. Students will score and break down songs as if they were preparing a monologue. Each student will present their song as a monologue.	TH.912.C.1.5	Formative Performance	Week 1-2	
			Introduce warmups, acting and musical improvisation exercises to develop and strengthen characterization and physicality.	TH.912.S.2.8	Formative participation	Week 3	
			Students will exhibit their ability to analyze a specific character from a musical. Compare and contrast musical ballads. Ex. "This is the Moment," "And I am Telling..." "I'm Home," "Don't Cry for Me Argentina," and "I Dreamed a Dream."	TH.912.C.3.1	Formative Written	Week 4	
			Students will rehearse and perform a solo musical piece, focusing on the emotional connection to the character and text.	TH.912.S.3.3	Summative Performance	Week 5-6	
	Historical Period Study The Jazz Age with Supporting Musical		Discuss important historical events during The Jazz Age (1920-1939).	TH.912.C.3.1 TH.912.H.1.2	Formative Discussion	Week 7	
			Research and discuss important composers and musicals of The Jazz Age.	TH.912.C.1.3	Formative Written	Week 8	
			Students will Pitch a musical from the Jazz age to perform at their school. In this "mock pitch" students will try to convince their teacher to do a specific show from the Jazz age through an oral and visual presentation.	TH.912.C.1.3	Summative Presentation	Week 9	
	Second Quarter	Musical Theatre Singing Technique and Practice		Introduce basic vocal warmups: <ul style="list-style-type: none"> - Five note scales. - Lip Trills - Humming Exercises - Sirens - Diaphragmatic breathing (Breathing into to the rib cage) Work vowel shapes and changes into all melodic style warm ups. Students should practice these daily in an effort to prepare them for singing and expand their vocal range.	TH.912.H.3.4		Week 1
				Students should learn to use motivated gestures and movement while singing. Eliminate excessive movement and maintain the importance of grounding.	TH.912.C.1.8	Formal Observation	Week 2
			Compare and contrast vocal techniques involved in performing ballads vs. uptempo songs. Watch professional performances for reference and discuss habits of successful singers.	TH.912.C.1.5		Week 3	
			Practice with in class performances, preparing contrasting pieces (ballad vs. uptempo). Discuss and provide feedback.	TH.912.C.2.8	Performance Assessment	Week 4 & 5	
Historical Period Study The Golden Age with Supporting Musical			Discuss important historical events during The Golden Age (1940-1959):: World War 2 & the Koren War.	TH.912.C.1.5 TH.912.C.2.1 TH.912.F.2.3 TH.912.F.1.1	Informal (Discussion)	Week 1	
			Research and discuss important composers and musicals of the Golden Era: Rogers and	TH.912.C.1.5 TH.912.C.2.1	Informal (Discussion)	Week 2&3	



		Hammersteins, Leonard Bernstein, Irving Berlin, Gershwin and Cole Porter.	TH.912.F.2.3 TH.912.F.1.1			
		Students will research various musicals from the time period picking a musical number to rehearse and perform. Students may also do a technical presentation on one of the major musicals from the time period. (Examples: Show Boat, Oklahoma, Kiss Me Kate, The Sound of Music, etc.)	TH.912.C.1.5 TH.912.C.2.1 TH.912.F.2.3 TH.912.F.1.1	Performance	Week 4&5	
Third Quarter	Musical Theatre Dance Styles	Ballet Seven Movements (These are plier (to bend), etendre (to stretch), relever (to rise), sauter (to jump), tourner (to turn), glisser (to glide), and elancer (to dart). Students will perform a short dance number from a musical involving ballet.	TH.912.C.1.5 TH.912.C.2.1 TH.912.F.2.3 TH.912.F.1.1	Performance	Week 6&7	
		Tap basic tap movements: Shuffle, ball change, and step-hell and heel-step. Students will perform a short dance number from a musical involving tap.	TH.912.C.1.5 TH.912.C.2.1 TH.912.F.2.3 TH.912.F.1.1	Performance	Week 7&8	
		Performance showcase students will perform their musical numbers and get feedback from their fellow students.	TH.912.C.1.5 TH.912.C.2.1 TH.912.F.2.3 TH.912.F.1.1	Performance	Week 9	
	Historical Period Study Contemporary with Supporting Musical	Discuss important historical events surrounding the contemporary era of Musical Theatre (1970-2000's). Research how political, economic, and technological changes influenced theatre continual rise of Broadway as a central focus of Musical Theatre.	TH.912.H.2.1 TH.912.H.2.10			Week 6
		Research composers and writers of the contemporary era: Stephen Sondheim, Andrew Lloyd Weber, Leonard Bernstein, Alan Menken, Stephen Schwartz, etc. Identify major works and influences from prior eras. Students will provide a research presentation on a chosen composer.	TH.912.H.1.1 TH.912.H.1.2 TH.912.H.2.11	Summative Assessment		Week 7
		Select a musical theatre piece from the contemporary era. Have students practice, rehearse and prepare a solo piece to perform in class.	TH.912.C.1.5			Week 8
		Conduct In class performances and discuss and provide feedback. Reflect on styles and differences from previous areas studied.	TH.912.C.2.8	Performance Assessment		Week 9
	Fourth Quarter	Musical Theatre Auditions and Portfolio	Research the elements of what makes a strong Performing Arts portfolio for career and college opportunities.	LAFS.1112.RST.1.3 TH.912.F.2.1	Formative (Lists, Submitted Forms)	Week 1
			Professional Headshots - explore different options and create samples of headshots for portfolios	MAFS.K12.MP.5.1 TH.912.F.2.1	Formative (Submitted pictures; Organization of picture in Portfolio)	Week 2
			Create a Resume of Performing Arts & Technical Theatre experience.	TH.912.C.3.2 TH.912.F.2.1	Summative (Completed documents of required format)	
Compose an essay/analytical writing of Performing Arts experience on a topic of choice and/or one assigned by the teacher. (Why it's important; Your plans for the future; the Impact of Performing Arts on Society, etc.)			TH.912.C.3.2 TH.912.F.2.1	Summative (Writing Rubric - Based)		Week 4
Historical Period Study Current Era with Supporting Musical		Research and create a list of Present/Currently Running Musicals. Outline a basic synopsis of each one (or a selected number assigned) and explore themes of various playwrights/composers. (Some	TH.912.C.1.6 TH.912.H.1.4 TH.912.H.2.10	Formative (Oral Discussions, Charts,		Week 5



			examples of current, popular shows include: Hamilton, Mean Girls, Dear Evan Hansen, Six, Come From Away, Aladdin)		Brain-storming lists and completed Forms)	
			Explore common themes and their connection to historical events. Through group activities, discuss and present the impact and motives behind the shows.	TH.912.C.1.6 TH.912.H.1.2	Formative (Oral Discussions, Charts, Brain-storming lists and completed Forms)	Week 6
			Choose a song from any of the studied Current Era musicals and perform. (Solo musical, Duet Musical, Small Group Musical, or Large Group Musical, or a Technical Project) Performances must include choreography, singing, and characterization - all elements from Quarters 1, 2, and 3 should be incorporated into this final performance.	TH.912.C.1.2 TH.912.C.2.5 TH.912.S.3.3	Formative (Rehearsal Checkpoints and Checklists for Elements)	Weeks 7 & 8
			Perform Final Songs (In-class rehearsals with peer-evaluation and a final graded performance)	TH.912.C.1.2 TH.912.C.2.5 TH.912.C.2.7	Summative (Rubric - Based)	Weeks 9 & 10

*The days provided for each unit/topic is an estimate that may be adjusted by subject-level PLCs based on student achievement data. The days are based upon **every other day scheduling** and should be adjusted, if necessary, based upon a daily format. The recommended days shown are less than the actual days for each quarter to allow for additional time for routines, testing, absences, remediation and outside considerations.

Accompanying Resources

#	Text	Author	Quarter
1	Broadway Musicals - Show By Show	Stanley Green	1

