

Theatre: High School Musical Theatre Level III

Adopted 2013

High School Musical Theatre Level III

- 1. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:** [HS.MT.III.1](#)
 - A. create theatrical, dance, and vocal music preparation and warm-up techniques; [HS.MT.III.1.A](#)
 - B. develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway; [HS.MT.III.1.B](#)
 - C. develop acting techniques in song, dance, and spoken dialogue; [HS.MT.III.1.C](#)
 - D. model professional audition techniques such as musical selection, monologue performance, dance and movement, and the relationship between accompanist and performer; [HS.MT.III.1.D](#)
 - E. analyze the dramatic structure of musical theatre; [HS.MT.III.1.E](#)
 - F. perform a character from a musical incorporating physical, intellectual, and emotional dimensions; [HS.MT.III.1.F](#)
 - G. collaborate effectively with all artistic partners in a musical theatre production; and [HS.MT.III.1.G](#)
 - H. employ the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions. [HS.MT.III.1.H](#)

2. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script.

The student is expected to: [HS.MT.III.2](#)

- A. apply appropriate safety measures in vocalization, dance movement, and theatrical movement; [HS.MT.III.2.A](#)
- B. appraise creativity as it relates to self and ensemble in musical theatre; [HS.MT.III.2.B](#)
- C. create and sustain believable characters through acting, singing, and dancing; [HS.MT.III.2.C](#)
- D. model proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation; [HS.MT.III.2.D](#)
- E. analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, vocalization, and dance; and [HS.MT.III.2.E](#)
- F. collaborate to produce material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms. [HS.MT.III.2.F](#)

3. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to: [HS.MT.III.3](#)

- A. model safe and effective use of technical elements of musical theatre; [HS.MT.III.3.A](#)
- B. create musical production plans such as rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers; [HS.MT.III.3.B](#)
- C. demonstrate responsibility and creative problem solving as a leader in one or more areas of musical theatre or musical media production such as actor, director, choreographer, and musical director; and [HS.MT.III.3.C](#)
- D. collaborate with others to perform a role such as actor, director, choreographer, designer, technician, and editor in a musical theatre or musical media production. [HS.MT.III.3.D](#)

4. The student relates musical theatre to history, society, and culture. The student is expected to: HS.MT.III.4

- A. articulate historical and cultural influences and developments on musical theatre; HS.MT.III.4.A
- B. examine the historical development of musical theatre as a uniquely American art form; HS.MT.III.4.B
- C. experiment with contemporary forms of musical theatre such as new composers and their composition styles, multicultural styles, practices and principles of contemporary musical theatre, and popular musical theatre; HS.MT.III.4.C
- D. defend musical theatre as a reflection of life in particular times, places, and cultures; and HS.MT.III.4.D
- E. articulate the influences of musical theatre forms such as theatre, television, and film on past and present society. HS.MT.III.4.E

5. The student responds to and evaluates musical theatre performances. The student is expected to: HS.MT.III.5

- A. model appropriate audience behavior at various types of performances; HS.MT.III.5.A
- B. defend musical theatre as a creative art form and evaluate self as a creative being; HS.MT.III.5.B
- C. evaluate the interdependence of all musical theatre elements such as dramatic spoken text, vocalized text, dance, costuming, set design, lighting, and sound; HS.MT.III.5.C
- D. evaluate self and peer performance using constructive criticism; HS.MT.III.5.D
- E. discuss musical theatre, musical film, or other musical media using precise musical theatre vocabulary; HS.MT.III.5.E
- F. experiment with a career opportunity in musical theatre, musical film, or other musical media and analyze the training, skills, self-discipline, and artistic discipline needed for personal success; HS.MT.III.5.F
- G. relate musical theatre skills and experiences to higher education and careers outside of the theatre; and HS.MT.III.5.G
- H. document and present information in a clear and coherent manner using technology in a resume or portfolio format. HS.MT.III.5.H