

Planned Course of Study

8th Grade General Music – Musical Theatre
Grade 8

Music Department
Salisbury Township School District
1140 Salisbury Road
Allentown, PA 18103

Course name: 8th Grade General Music—Musical Theatre
Grade: 8
One Quarter (half semester)—Approximately 45 Days of instruction

Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<p>The student will be able to:</p> <ul style="list-style-type: none"> • Identify a variety of old musical theatre styles based on characteristics and historical context. • Demonstrate knowledge of different styles of old musical theatre 	<ul style="list-style-type: none"> • Research old musical theatre styles (ex: opera, operetta, vaudeville, burlesque, comic opera musicals) • Learn appropriate vocabulary and terminology to describe the characteristics of each genre. • Discussion: compare/contrast different types and historical context • Watch a complete production of one of the studied styles. (ex: Carmen) • Create a production of one of the studied styles • Discussion: compare/contrast differences and similarities • Discussion: performance issues: • Preparation, rehearsal, props, space usage, etc. 	<p>Students will be evaluated based on:</p> <p>Completion of teacher generated written work and/or involvement in classroom discussions.</p> <p>Completion of teacher generated written work and/or involvement in classroom discussions.</p>	<p>All 9.X.8.X X is defined below</p> <p>1.C 2. A, B, C, E, (F), G, J</p> <p>1, D, E</p> <p>1.G 3. B, C, D 4. C</p>

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Learning Objectives/ Content	Teaching/Learning Activities	Evaluation Criteria	State Standard
<ul style="list-style-type: none"> Demonstrate knowledge of contrasting characteristics within modern musical theatre 	<ul style="list-style-type: none"> Watch a modern example of a dramatic musical (ex: West Side Story) Watch a modern example of a comedic musical (ex: Bye Bye Birdie) Compare/Contrast styles and characteristics using appropriate vocabulary Research critical reviews of these musicals, performances in these musicals, and societal impact of these musicals. Form and share critical opinions of these musicals based on one area of the production (ex: acting, sets, impact on current society) 	<p>Completion of teacher generated written work and/or involvement in classroom discussions.</p>	<ol style="list-style-type: none"> C,G A, B, C, D, E, (F), I A, C, D, F, G B, D
<ul style="list-style-type: none"> Locate theatrical productions, both local and professional, and be informed about how to become involved in or attend the production 	<ul style="list-style-type: none"> Read local publications (Allentown Morning Call) as well as the internet to locate productions. Read local and professional programs Research jobs in musical theatre Discuss options for employment and involvement 	<p>Completion of teacher generated written work and/or involvement in classroom discussions.</p>	<ol style="list-style-type: none"> C, I

Resources/Materials

- Research: School Library, Computer Lab (both for internet and World Book access), copies of the Allentown Morning Call and other newspapers, Copies of Playbills and other programs or publications.
- Older Musical Theatre Example: School owns Carmen (on filmstrip—in 3 parts {act 1, act 2, and act 3&4}—although a video example would be preferred) School also owns approximately 18 books containing Carmen information (characters, voice parts, and themes) as well as the story as told in Acts.
- Modern Musical Theatre Examples: School owns: West Side Story (dramatic), Bye Bye Birdie (comedic), Fiddler on the Roof (dramatic—not generally used), Jesus Christ Superstar (rock opera—rarely used), Tommy (rock opera—not generally used)
- Suggested additions: Cats (PBS broadcast)
- Staff paper
- (optional) music notation software, piano, miscellaneous percussion instruments
- CD player
- A variety of songs/musical selections

Additional Resources/Inter-disciplinary Relationships