

Georgia Performance Standards

Fine Arts

GRADES: 9-12

MUSICAL THEATRE III

TAHSMTH.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

- a. Identifies dramatic structure in a musical
- b. Analyzes dramatic elements in a musical text or performance
- c. Analyzes themes in a musical text or performance
- d. Examines the function and relevance of characters in a musical
- e. Examines the role of choreography in a performance
- f. Determines the effectiveness of artistic choices in a performance

TAHSMTH.2 Developing scripts through improvisation and other theatrical methods

- a. Explores a variety of musical techniques including recitative, aria, ballad, and other musical theatre conventions
- b. Analyzes song lyrics as dramatic text to promote character development
- c. Improvises using various musical techniques
- d. Develops a character through improvisation
- e. Creates original choreography for an existing song found in a musical
- f. Designs an original scene for musical theatre

TAHSMTH.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- a. Applies appropriate vocal technique for speaking and singing
- b. Records blocking notation in a text for a performance
- c. Analyzes and scores a text for musical performance
- d. Contributes to the ensemble by exercising artistic discipline during rehearsal and performance
- e. Demonstrates proficiency in vocal techniques: warm-ups to prepare the voice, diction, phrasing, pitch, articulation, breath control, vocal safety, injury-avoidance procedures, dialect, timing, and pacing
- f. Demonstrates proficient physical techniques: warm-ups to prepare the body, relaxation techniques, centering, isolation of body parts, psychological gesture, neutral and character masks, and communicating meaning and characterization through body position and gesture.

TAHSMTH.4 Designing and executing artistic and technical elements of theatre

- a. Identifies key concepts of various elements of technical production including sets, props, costumes, makeup, lighting, and sound
- b. Creates a plot for a specific area of technical production in musical theatre
- c. Explores the relationship between design choices and the overall musical performance

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- d. Analyzes the technical elements of a production and how a performance is impacted by these elements
- e. Designs and produces at least one technical element for a production

TAHSMTIII.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance

- a. Compares and contrasts presentational and representational styles in musical theatre
- b. Defines and evaluates the roles of the director in a production
- c. Produces a concept statement for a musical theatre performance
- d. Applies rehearsal discipline in preparation for performance
- e. Practices physical and vocal warm-ups for rehearsal and performance
- f. Directs a musical performance

TAHSMTIII.6 Researching cultural and historical information to support artistic choices

- a. Defines the role of a dramaturge
- b. Analyzes a musical text for era specific language, music style, and other cultural characteristics
- c. Investigates the careers of musical theatre collaborators and their influence on theatre
- d. Creates and presents a research project directly related to a musical theatre performance

TAHSMTIII.7 Integrating various art forms, other content areas, and life experiences to create theatre

- a. Masters and executes intermediate level dance steps
- b. Demonstrates basic singing techniques
- c. Combines dance, song, and text into an individual or group performance
- d. Continues to develop skills in dance and vocal production vocal skills
- e. Assumes leadership roles in the production of musical theatre
- f. Masters sight-reading skills

TAHSMTIII.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Traces the historical development of musical theatre
- b. Interprets how societal conditions influence the creation of a musical
- c. Connects the theme/s in a musical to contemporary society and to the broader human experience
- d. Compares and contrasts the development of choreography and the role it plays in musical theatre

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TAHSMTH.9 Exploring the business of theatre

- a. Explores the process of developing a musical for the commercial Broadway stage
- b. Compares and contrasts standard operating procedures for Equity, Non-Equity, and amateur theatres
- c. Identifies and analyzes “above the lines” and “below the lines” roles of theatre-producing organizations
- d. Researches and outlines copyright laws and guidelines that govern theatre and live performances
- e. Evaluates, selects, and rehearses monologue and vocal selections for an audition repertoire

TAHSMTH.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Develops and defends criteria for assessing each area of musical theatre production
- b. Justifies acting choices to prepare a role in a musical performance
- c. Evaluates the work of individual contributors to the production process
- d. Evaluates the work of the technical contributors as a part of the collaborative team of a production
- e. Evaluates on stage and backstage performances in a musical production

TAHSMTH.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Observes and demonstrates appropriate audience etiquette
- b. Examines the historical relationship between actor, script, and audience as basic elements of the theatrical experience
- c. Explores the contribution of the audience to the production process