

CAMPBELL COLLEGIATE

Course Outline - MUSICAL THEATRE 9

Mr. and Mrs. Baird

Course overview or summary

This performance-based course will provide students with the necessary skills required to sing musical theatre in a public setting. A clear understanding of vocal technique is an essential element for becoming a well-rounded musical theatre performer. The students who participate in this class are considered ambassadors of Campbell Collegiate. Therefore, high expectations will be set, and a strong commitment of time and energy from each participant in this class will be very important.

Outline of course content

The following skills will be explored in this choral class. For our Grade 9 students – they are linked to specific Learning Outcomes identified in detail below:

Voice/speech technique: CP9 -3

Mastery of breathing, phonation, placement, resonance, diction, vowel modification.

Stage Presence: CP9-1,

Developing the necessary skills to be comfortable on stage.

Stage Dynamics: CP9-7, CP9-8

Developing an understanding of the technical terms used in stage productions

Sight-reading: CP9-3

Recognition and ability to sing rhythms, intervals, (ascending and descending) and melodies.

Part-singing: CP9-3

Ability to sing own part a cappella, on request, demonstrating correct musical and stylistic elements.

Solo singing: CP9-3

Ability to prepare solos to perform in front of the class.

Musical Theatre: M-CO1; DR-C1, DR-R1, DR-R2, DR-R3, DR-R4

Develop an understanding of the history and repertoire of modern musical theatre

Music History: CH9-1, CH9-2, CH9-3, And CH9-4

Develop an understanding, through listening and solo projects, of the development of western music styles from their beginnings to present day.

Critical listening: CR9 – 1, CR9-2, CR9-3

Develop the capacity to appreciate good music no matter what style.

Commitment: M-CO3, DR-C3

All members must be in attendance and prepared for all classes, rehearsals, and performances.

Organization: CP9-1, CP9-3, CP9-5

Ability to coordinate schedules, budget time, and maintain high academic standards throughout the year.

Communication: CP9-7, CP9-9

Ability to share and sing with students with special needs, and with the elderly in our community.

Learning Outcomes – Grade 9

Creative/Productive

CP9 1 Create dance compositions about topics of concern to youth

DR-M2 The learner develops competencies for using the elements of drama/theatre in a variety of contexts.

M-M2 The learner develops listening competencies for musicing.

VA-M2 The learner develops competencies for using visual art media, tools, techniques, and processes in a variety of contexts.

CP9 2 Investigate and use individual/collaborative choreography

DR-CR3 The learner revises, refines, and shares ideas for creating drama/theatre

M-CR3 The learner revises, refines, and shares ideas for creating music.

VA-CR3 The learner revises, refines, and shares ideas for creating art.

CP9 3 Choreograph duo or small group work

DR-M1 The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts.

M-M1 The learner develops competencies for using tools and techniques to produce and represent sound and music.

VA-M1 The learner develops competencies for using elements and principles related to artistic design in a variety of contexts.

CP9 4 Develop characters/demonstrate how they communicate meaning to audience

DR-CR1 The learner generates ideas from a variety of sources for creating drama/theatre

M-CR1 The learner generates ideas from a variety of sources for creating music.

VA-CR1 The learner generates ideas from a variety of sources for creating art.

CP9 5 Employ drama strategies and elements of theatre to achieve a purpose

DR-CR2 The learner experiments with and develops ideas for creating drama/theatre

M-CR2 The learner experiments with and develops ideas for creating music.

VA-CR2 The learner experiments with and develops ideas for creating art.

CP9 6 Prepare a collective creation on a topic of concern to youth DR -C 2 The learner develops understandings about relationships between the dramatic arts and multiple contexts past and present.

M-C2 The learner develops understandings about relationships between music and multiple contexts past and present.

VA-C2 The learner develops understandings about relationships between visual arts and multiple contexts past and present.

CP9 7 Use voice, instruments and technologies to express musical ideas

DR-M3 The learner develops competencies for using a range of dramatic forms and styles.

M-M3 The learner develops competencies for using elements of music.

VA-M3 The learner develops skills in observation and depiction.

CP9 8 Create unified music with the elements of music/principles of composition

DR-M2 The learner develops competencies for using the elements of drama/theatre in a variety of contexts.

M-M2 The learner develops listening competencies for musicing.

VA-M2 The learner develops competencies for using visual art media, tools, techniques, and processes in a variety of contexts.

CP9 9 Create sound compositions on topics of concern to youth

DR-C1 The learner develops understandings about people, practices, and perspectives and perspectives from the world of the dramatic arts in various times, places, social groups, and cultures.

M-C1 The learner develops understandings about people, practices, and perspectives from the world of music in various times, places, social groups, and cultures.

VA-C1 The learner develops understandings about people, practices, and perspectives from the world of visual arts in various times, places, social groups, and cultures.

CP9 10 Create visual art works to express a of concern to youth

DR-C1 The learner develops understandings about people, practices, and perspectives from the world of the dramatic arts in various times, places, social groups, and cultures.

M-C1 The learner develops understandings about people, practices, and perspectives from the world of music in various times, places, social groups, and cultures from the world of the dramatic arts in various times, places, social groups, and cultures.

VA-C1 The learner develops understandings about people, practices, and perspectives from the world of visual arts in various times, places, social groups, and cultures.

CP9 11 Convey ideas about a topic of concern using various art forms

DR-M1 The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts.

M-M1 The learner develops competencies for using tools and techniques to produce and represent sound and music.

VA-M1 the learner develops competencies for using elements and principles related to artistic design in a variety of contexts.

Learning Outcomes Continued...

CP9 12 Solve visual art problems in new and unfamiliar ways

DR-CR2 The learner experiments with and develops ideas for creating drama/theatre.

M-CR2 The learner experiments with and develops ideas for creating music.

VA-CR2 The learner experiments with and develops ideas for creating art.

Critical/Responsive

CR9 1 Respond to professional dance, drama, music, and visual art works

DR-R3 The learner analyzes and interprets drama/theatre experiences.

M-R3 The learner analyzes and interprets music experiences.

VA-R3 The learner analyzes and interprets art experiences. .

CR9 2 Identify ways that art expressions can inspire change

DR-R1 The learner generates initial response to drama/theatre experiences

M-R1 The learner generates initial reactions to music experiences.

VA-R1 The learner generates initial reactions to art experiences.

CR9 3 Identify ways that art expressions challenge values /ideas/beliefs

DR-R2 The learner critically observes and describes drama/theatre experiences.

M-R2 The learner critically listens to, observes, and describes music experiences.

VA-R2 The learner critically observes and describes art experiences.

Cultural/Historical

CH9 1 Explore the role of artists in raising awareness of topics of concern

DR-R2 The learner critically observes and describes drama/theatre experiences.

M-R2 The learner critically listens to, observes, and describes music experiences.

VA-R2 The learner critically observes and describes art experiences.

CH9 2 Use arts to raise awareness on topics of concern to indigenous artists

DR-C3 The learner develops understandings about the roles, purposes, and meanings of the dramatic arts for self and others.

M-C3 The learner develops understandings about the roles, purposes, and meanings of music for self and others.

VA-CR3 The learner revises, refines, and shares ideas for creating art.

CH9 3 Explore how contemporary artists use a diversity of ideas/styles/media

DR-R4 The learner constructs meanings about drama/theatre experiences.

M-R4 The learner constructs meanings about music experiences.

VA-R4 The learner constructs meanings about art experiences.

CH9 4 Examine and create arts expressions using more than one art form

DR-M2 The learner develops competencies for using the elements of drama/theatre in a variety of contexts.

M-M2 the learner develops listening competencies for musicing.

VA-M2 The learner develops competencies for using visual art media, tools, techniques, and processes in a variety of contexts.

Procedures for Evaluation

This is a performance-based class. Evaluation for this course is constant and ongoing. Every day, each student is being observed and evaluated based on their commitment, willingness to learn, and general attitude.

Methods of evaluation:

• Proficiency - Performance projects	50%
• Preparation - Daily active participation/in-class assignments	40%
• Personal Growth Rubrics	10%

Important information specific to this course

- Students must bring the following to each class:
 - A three-ring binder with paper. PUT YOUR NAME ON IT!
 - Pens and pencils - all music, script and study guides being used

PUT YOUR NAME ON EACH!

Dates of Musical - PUT THESE DATES ON YOUR CALENDAR NOW!

Wednesday, November 29- December 2

There will also be MANDATORY rehearsals at school prior to the production. You will receive rehearsal schedules well in advance!

GRADE 9 VOICES (CHORAL 9)

Monday and Thursday – Noon in the Auditorium! Begins Thursday, September 7!

Campbell Choirs are recognized nationally and internationally for performance excellence! All students taking this course are strongly encouraged to be in CHORAL 9 in order to enhance their choral technique and further develop their musical and personal growth skills!

IMPORTANT INFORMATION SPECIFIC TO MUSIC COURSES: MUSIC RETREATS AND WORKSHOPS!

Choral retreats and workshops are essential elements of the choral program.

An important part of being a choir/band member is being a team player. The music retreats provide each class with the opportunity to work collaboratively as they have an intense day of rehearsals, vocal technique sessions and other sessions that enhance the team building process.

Music Retreats

September 28

Grade 9 Music Retreat

The Day Retreats will be held at Living Hope Alliance Church.

The retreats are an excellent experience for all involved. All students will be “office excused” as this is a curricular activity; however, it is an expectation of courtesy that you touch base with teachers PRIOR to your retreat day. It is crucial that all members of the choir attend their retreat, as success in this class requires a complete collaborative effort in order to be successful.

WORKSHOPS, CLINICS AND INVITATIONAL CONCERTS!

Campbell musicians will have the opportunity to work with a variety of nationally recognized clinicians during the upcoming year as well as host a number of guest choirs. These facilitators and choirs will be brought to our school for weekday or weekend workshops, and regular rehearsals.

MUSIC TOURS

Because the music program at Campbell is performance based, the Campbell Music Tours are an integral part of the program, and provide a necessary extended educational opportunity. Campbell Music is committed to carefully planning tours that offer excellent educational value and outstanding personal growth opportunities. Our students represent themselves, Campbell Collegiate, Regina and Saskatchewan extremely well.

TOUR ELIGIBILITY

Campbell Music Students are considered positive student representatives of our school and province.

Therefore, to be eligible for music tours – students must be in good standing within their music courses and other courses in the school. Regular attendance at all music classes, on-time assignment completion, positive attitude, and quality of individual performance will all be considered to determine eligibility. Failure to comply with these standards may result in the removal of the student from the tour prior to the date of departure. *(continued on next page)*

(music tours continued)

GRADE 9 MUSIC TOUR TO RED DEER, ALBERTA

Thursday, May 3- Saturday, May 5, 2018

Who: Grade 9 Voices (Grade 9 Choir) Grade 9 Bands, Grade 9 Jazz Band, and Grade 9 Vocal Jazz

This performance tour will give our junior students the opportunity to perform in several venues including concerts in schools and community centers in Red Deer and at the Red Deer College as well as a performance at and tour of the world renowned Tyrell

Museum in Drumheller Alberta. Students will be receiving specific information about this tour in the fall.

Detailed Program and Tour Information:

Information about these tours will be distributed at the "CAMPA Annual General Meeting and Welcome BBQ" on **Tuesday, September 19.**

GRADE 9 MUSIC UNIFORMS:

ALL Music students in Grade 9 Voices, Vocal Jazz, Band, and Jazz Band wear the following uniform:

Men and Women

Black T-Shirt with the Campbell Music Logo embroidered on the front

Black Dress Pants (NO CASUAL PANTS OR JEANS PLEASE.)

Black Socks (NOT WHITE)

Black Dress Shoes (NO RUNNING SHOES)

As part of their uniform - ALL students must have their hair tied back from their face and no jewelry visible.

The school music fees cover the cost for the Grade 9 Music Shirts. Sizing for T-shirts will take place in September.

NOTE:

Full uniforms will be required for our first concerts on October 24/25

MUSICALTHEATRE 2017/18 REMIND INSTRUCTIONS TO JOIN:

Text **(306) 500-5841** with the words "**join cmt17-18**" to get updates from Mrs. D. Baird via text message.