



Course Title: Musical Production

Instructor: Ty Young

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Instructor Availability: By Appointment

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Course Description:

GPA Advanced Musical Production is an auditioned mixed ensemble engaging actors, dancers and singers in their development as well rounded performers. This is a performance based class. The mission of this class is to foster an understanding and appreciation for quality repertoire, encourage a united performance community and gain a deeper understanding of the basic elements of music, theater and dance. The group rehearses for 80 minutes a day and gives four concerts a year. Along with the concert schedule, the class also performs for college class and community events.

The educational objective of GPA Advanced Musical Production class is to enhance, through performance; ensemble skill (working as a team, choral tone, intonation, balance, and blend), musical expression, memorizing choreography, and performance skills. The main goal is to walk away from this experience with a developed sense of musicality, ensemble awareness, vocal confidence, a deeper understanding for the historical and cultural context of musical theatre and a desire to seek out artistic activities beyond the classroom.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">• Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">• Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">• Any work assigned to a student in which they complete on their own outside of class.	10%



	(Must have a minimum of 1 weekly grade)	
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.

Written Assignments:

- Artist Research Paper: Students will need to complete a research paper on an artist that has impacted musical theatre based on their contributions. (student choice)
- Written Critiques: Students will complete a one-page reflection/critique of each live performance they attend throughout the year. Students are required to attend a minimum of 4 performances per semester. Students will also complete written critiques for a variety of cultural and historical performances viewed in class.
- AMP Notebook: organized notebook where all class assignments, notes, reflections, critiques and written responses are housed.

Prerequisites: None

Course Materials: Notebook for notes and daily reflections.

Course Structure: The educational objective of GPA Advanced Musical Production class is to enhance, through performance; ensemble skill (working as a team, choral tone, intonation, balance, and blend), musical expression, memorizing choreography, and performance skills. The main goal is to walk away from this experience with a developed sense of musicality, ensemble awareness, vocal confidence, a deeper understanding for the historical and cultural context of musical theatre and a desire to seek out artistic activities beyond the classroom.

Course of Study:

Unit 1: Introduction to AMP (Musical Production)/ What is Musical Production? What are the historical and cultural contributions of musical productions including theatre, dance and music?

Content and Skills:

- Understand class rules, procedures, responsibilities, and expectations.
- Skills needed to work individually and as a group for effective attainment of goals
- Preparation of an AMP Notebook that will house all in class assignments, notes, reflections, in-class critiques and written responses to guiding questions.



- Identify the use and purpose of music, dance and theatre in society as both historical documentation, and as a driving cultural force.
- Organize and structure work individually and in teams for attainment of goals.
- Establish an organizational system
- Connect and apply what is learned in music, theater and dance to other art forms, subject areas and to careers through work in their AMP Notebook and Presentations of Learning.
- Gain knowledge regarding the importance of the arts as a career pathway, its varied applications, and sustainability over time. (*dancers, actors, singers, stage designers, musical producers, etc.*)

Content and Skills taught vary for the below units depending on song selections made for each of the performances, what live shows are occurring in the community, and guest speakers/artists/performance who visit the program. Included in the outline are previous song selections, speakers, artists and performances that were observed and or performed in the school year.

Unit 2: Developing Awareness and Basic Skills of the Elements of Performance

Content and Skills:

- Develop an understanding of the vocabulary and terminology of music, dance and theater through notes and daily assignments in AMP Notebook.
- Read both an instrumental and vocal score showing proficiency by teaching the class how the elements of music are used either in Powerpoint Presentation or Interactively.
- Analyze the differences between music and dance styles throughout various time periods and cultures.
- Determining the song selections for Open House based on historical and cultural awareness.
- *Memorize and perform scenes, songs, choreography and staging for Open House Performance*
- *View and analyze performances in class with a focus on identifying compositional devices and techniques used to provide unity, variety and tension. Complete in class critiques in AMP Notebook*
- *Attend live performances and complete a formal written critique comparing/contrasting the compositional devices applied by the performers/directors and completing a presentation of learning.*
- *Presentation of learning, synthesis of Units 1 and 2: Open House Performance.*

Unit 3: Applying Musical Productions Skills/Deepening Understanding of Genres

Content and Skills:

- *Build on prior knowledge and understanding of the vocabulary and terminology of music, dance and theater through notes and daily assignments in AMP Notebook. Specific focus on vocabulary pertaining to acting values, style, genre, design and theme.*



- *Compare and contrast different styles, themes, and performance elements pertaining to cultural celebrations and global belief systems(example: Greek plays, Christmas traditions, Kwanza celebrations, Hannukah traditions, Samoan traditions etc.)*
- *Choreograph, write, memorize and perform scenes, songs, choreography and staging for Holiday Performance. Synthesize learning by memorizing and performing scenes, songs and developing choreography that emulates the specific elements of cultural influences and staging for the Holiday Performance.*
- Attend live performances of musical theatre and complete a formal written critique that analyzes the stylistic decisions made by the performing troupe, and how a specific actor used drama to convey meaning.
- Workshop and analyze performances in class. Complete in class critiques focusing on script analysis, character research, reflection and revision through the rehearsal.
- Relating to any guest speakers or performs: students will continually gain knowledge regarding the importance of the arts as a career pathway, its varied applications, and sustainability over time.
- *Presentation of Learning: Holiday Extravaganza*

Unit 4: Synthesizing the Elements of Music, Theatre and Dance! (Bringing it ALL Together)

Content and Skills:

- Accurately apply vocabulary and terminology of music, dance and theater through notes and daily assignments in AMP Notebook independently; transferring this knowledge from notes into oral and written communication.
- Analyze the differences between music and dance styles throughout various time periods and cultures designing, writing, producing, and performing scenes from various time periods and global regions to emphasize and honor the similarities and differences between dance, music and theatrical productions.
- Reflecting on global and local issues as well as cultural diversity to mindfully discuss and determine the song selections for Spring Performance. Students vote based on which songs and scenes will truly reach their intended audiences.
- *Choreograph, write, memorize and perform scenes, songs, choreography and staging for Spring Performance this level of performance will show students growth over time using filming and Socratic discussion for group critique.*
- Attend live performances of musical theatre and interview performers in order to compose a presentation of learning in writing as well as performing the scene in a small group using modern interpretation.
- Write, rehearse and produce performances in class. Complete in class critiques in AMP Notebook focusing on comparing traditional and non-traditional interpretations and defending the merits of both.
- Connect and apply what is learned in music, theater and dance to other art forms, subject areas and to careers through work in their AMP Notebook by researching information and accessing resources on and off line to gain a big picture on the diverse career opportunities in the field.
- Gain knowledge regarding the importance of the arts as a career pathway, its varied applications, and sustainability over time. Compare and contrast the effects of a



struggling economy on the arts historically and presently. What role does the arts play in difficult times?

- *Presentation of learning: Spring Performance-community(bringing it all together)*

Unit 5: Reflecting on the Big Picture

Content and Skills:

- Students teacher groups of 6-8 graders the basic vocabulary and terminology of music, dance and theater by using their AMP Notebook, performance skills, and by reviewing the VAPA 1.0 standards breaking them down into student friendly terms.
- Perform 3 cultural numbers and 3 historical numbers to the 6-8 graders, providing time after each for Q and A.
- *Students propose playlist for Farewell/Promotion Performance based on their knowledge and learning throughout the year to Director of school, teachers and staff.*
- *Students will conduct auditions of classmates who feel prepared for solo and spotlight performances in the Farewell/Promotion Production. Students will be required to provide a student-created rubric and written rationale using vocabulary and terminology from course in order to validate their decisions.*
- *Presentation of Learning: Farewell/Promotion Production*
- *Students will show gratitude to all contributors of their production; staging, design, technology, costuming, sponsors, donors, performers, by providing a group picture signed by each student in the course.*

Course Specific Student Expectations:

What do you expect of your students?

- Students will meet the Artistic Perception requirements through their completion of the following assignments; AMP Notebook, written critiques, research paper and presentations of learning. Students will demonstrate their ability to listen to, analyze and describe various works of musical theatre using the appropriate terminology and vocabulary of music, theatre and dance.

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an



education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer



who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism

- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately, which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner

Student name:	"Sammy Gompers"
Teacher name:	Ms. Teacher
Course name, period:	English I, Period 3
Date	06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in-text citations and works cited is mandatory.

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd



- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____

Parent/Guardian Signature: _____

Date: _____

