

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

### San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

<b>Course Length:</b> 2 Semesters	<b>Classroom Instruction:</b> 180 hours
<b>SUHSD Course Number:</b>	<b>Grade Level:</b> 9, 10, 11, 12
<b>SDCOE Course Number:</b> 572104	<b>SDCOE Total Hours:</b> 225 hours
<b>CBEDS Number/Title:</b>	<b>Year of Implementation:</b> 2011
<b>Course Pre-requisites:</b> None	<b>Articulation (school/credits):</b> None
<b>CTE Industry Sector:</b> Arts, Media and Entertainment	<b>CTE Pathway(s):</b> Performing Arts Pathway, Production and Managerial Arts Pathway
<b>Job Titles:</b> Actor, Actress, Vocalist, Director, Producer	
<b>Credential Information:</b> Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Arts, Media and Entertainment	
<b>Required Textbooks:</b> None	
<b>Course Description:</b> This course provides training in vocal techniques for students who would like to explore and prepare for careers in the performing arts pathway. Students will learn musicianship and vocal training. Students will build on their basic musicianship skill and expand knowledge of music theory. Students will learn in-depth principles of vocal production. They will study the aspects of musical theater history and perform various songs. They will learn exercises to further the development of their voices. Voice technique will be perfected in a variety of disciplines through a traditional vocal class format and through showcase performances. Students will learn and prepare for the audition process. A minimum of 90 hours is required for certification.	

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

### **Semester 1**

Unit 1: Introduction  
Unit 2: Safety  
Unit 3: Vocal Training  
Unit 4: Musicianship  
Unit 5: Elements of Singing - Part 1  
Unit 6: Rehearsal and Performance Preparation - Part 1  
Unit 7: Industry Focus

### **Semester 2**

Unit 1: Introduction  
Unit 2: Safety - Review  
Unit 3: Elements of Singing - Part 2  
Unit 4: Rehearsal and Performance Preparation - Part 2  
Unit 5: Performance and Involvement  
Unit 6: Career Pathways & Strategies for Obtaining Employment  
Unit 7: Occupational Knowledge Skills  
Unit 8: Workplace Skills & Behavior  
Unit 9: Job Acquisition Skills

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 1 - Unit 1 – Introduction to the Course (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>1A</b> – Understands course objective.</p> <p><b>1B</b> - Understands course requirements.</p> <p><b>1C</b> - Understands course grading.</p> <p><b>1D</b> - Understands course discipline.</p> <p><b>1E</b> - Understands History of Musical Theatre (i.e. Show Boat, Man of La Mancha, Kiss Me Kate, etc.).</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/RF/</b>  <b>7.1</b> Understand the qualities and behaviors that constitute a positive and professional work demeanor.  <b>*AME/PMA/</b>  <b>C1.1</b> Understand technical support functions in the arts industry  <b>C2.1</b> Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.  <b><u>Core Academic:</u></b>  <b>*AME/A/1.3HSS/HIN/G9-12/</b>  <b>(2)</b> Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.  <b>(3)</b> Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.  <b>(4)</b> Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.  <b>*AME/A/1.4VAPA/D/PR/G9-12/</b>  <b>(4.1)</b> Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).  <b>*AME/A/1.4VAPA/MU/ADV/G9-12/</b>  <b>(5.1)</b> Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.</p>	<p><b>1A – 1 hour:</b> Course objective</p> <p><b>1B – 1 hour:</b> Course requirements</p> <p><b>1C – 1 hour:</b> Course grading</p> <p><b>1D – 1 hour:</b> Course discipline</p> <p><b>1E- 1 hour:</b> History of musical theatre</p>	<p><b><u>Teacher Resources:</u></b> Textbook: Basic Drama Project, by Tanner</p> <p><b><u>Student Resources:</u></b> Handout: Theater Vocabulary Glossary</p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 1 - Unit 2 – Safety (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>2A</b> - Demonstrates safe working habits and practices.</p> <p><b>2B</b> - Demonstrates safe equipment operation.</p> <p><b>2C</b> - Demonstrates safe production environment.</p> <p><b>2D</b> - Understands theatre facility safety issues and procedures for shop.</p> <p><b>2E</b> - Understands theatre facility safety issues and procedures of stage house.</p> <p><b>2F</b> - Understands theatre facility safety issues and procedures for auditorium.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/HS/</b>  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.3</b> Know how to take responsibility for a safe and healthy work environment.  <b><u>Core Academic:</u></b></p>	<p><b>2A – 1 hour:</b> Safe working habits and practices</p> <p><b>2B – 30 minutes:</b> Safe equipment operation</p> <p><b>2C – 30 minutes:</b> Safe production environment</p> <p><b>2D-2F- 3 hours:</b> Understand theatre facility safety issues and procedures of shop and stage house.</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 1 - Unit 3 - Vocal Training (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>3A</b> - Learns and understands the basics of reading music</p> <p><b>3B</b> - Understands that notes and rest symbols are used to represent the length of sound and silence.</p> <p><b>3C</b> - Identifies complex rhythmic symbols and understand how they are applied in different time signatures.</p> <p><b>3D</b> - Demonstrates writing, singing, and identifying both the major and minor scales most commonly used in Western music.</p> <p><b>3E</b> - Demonstrates writing and identifying key signatures.</p> <p><b>3F</b> - Understands the two components of interval identification.</p> <p><b>3G</b> - Demonstrates singing and writing in any given interval.</p> <p><b>3H</b> - Demonstrates sight singing songs from the musical theatre genre of beginning or intermediate difficulty.</p> <p><b>3I</b> - Applies the techniques learned to the sight singing and performance of vocal literature for the musical theatre.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/PAP/B1.2/AP/M/ADV/G9-12/</b>  <b>(1.1)</b> Read a full instrument or vocal score and describe how the elements of music are used.  <b>(1.3)</b> Sight-read music accurately/expressively (level of difficulty: 4 on a scale of 1–6).  <b>*AME/PAP/</b>  <b>B6.3</b> Know various techniques and methods for theatrical, aural, and physical arts performances  <b><u>Core Academic:</u></b>  <b>*AME/C/2.1R/RC/G9-10/</b>  <b>(2.4)</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.  <b>(2.5)</b> Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration  <b>*AME/C/2.1R/R/G11-12/</b>  <b>(3.1)</b> Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.  <b>(3.2)</b> Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.  <b>(3.3)</b> Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.  <b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p>	<p><b>3A – 2 hours:</b> Basic elements of music</p> <p><b>3B – 1 hour:</b> Note and rest values</p> <p><b>3C-3E – 3 hours:</b> Scales and keys</p> <p><b>3F-3G – 2 hours:</b> Intervals</p> <p><b>3H-3I – 2 hours:</b> Application to sight singing</p>	<p><b><u>Teacher Resources:</u></b> Textbook: Freeing The Natural Voice, by Christine Linklater</p> <p>Textbook: Basic Drama Projects, by Tanner</p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 1 – Unit 4 – Musicianship (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>4A</b> - Understands the basic elements of singing, through analyzing and studying the melody, group singing, solo singing, matching and adjusting pitch.</p> <p><b>4B</b> - Is able to sing in small ensembles and groups as well as solo.</p> <p><b>4C</b> - Demonstrates the correct functioning of the vocal mechanism, including phonation and resonance.</p> <p><b>4D</b> - Uses correct diction for singing.</p> <p><b>4E</b> - Is able to sing accurately from a variety of vocal literature.</p> <p><b>4F</b> - Demonstrates proper singing position (P.S.P.), warm-ups for range and diction expansion, and correct placement of tone.</p> <p><b>4G</b> - Demonstrates the correct placement of breath and how to shape the quality of the vocal tone</p> <p><b>4H</b> - Identifies and corrects their own vocal faults.</p> <p><b>4I</b> - Demonstrates an understanding of vocal health and how to protect their voices.</p> <p><b>4J</b> - Recognizes the musical numbers used in the musical theatre classes.</p> <p><b>4K</b> - Evaluates their</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/PAP/B2.2/CE/M/ADV/G9-12/</b>  <b>(2.1)</b> Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).  <b>(2.2)</b> Sing music written in four parts with and without accompaniment.  <b>(2.3)</b> Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6).  <b>*AME/PAP/B3.2/HCC/M/ADV/G9-12</b>  <b>(3.4)</b> Perform music from a variety of cultures and historical periods.  <b>*AME/PAP/B4.2/AV/M/PR/G9-12</b>  <b>(4.2)</b> Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.  <b><u>Core Academic:</u></b>  <b>*AME/C/2.4LS/LSSA/G11-12/</b>  <b>(1.7)</b> Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.  <b>(1.8)</b> Use effective and interesting language, including:                      a. Informal expressions for effect                      b. Standard American English for clarity                      c. Technical language for specificity  <b>(1.9)</b> Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.</p>	<p><b>4A-4E – 4.5 hours:</b> Melody mapping, pitch, and unison singing</p> <p><b>4F – 30 minutes:</b> Posture and exercises for the voice</p> <p><b>4G – 1 hour:</b> Breath support</p> <p><b>4H-4M – 4 hours:</b> Identify personal strengths, weaknesses and challenges</p>	<p><b><u>Teacher Resources:</u></b> Textbook: Improvisation for the Theatre, by Viola Spolin</p> <p>Textbook: Acting is Believing, by Charles McGaw and Larry Clark</p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<p>performances and the performances of other students.</p> <p><b>4L</b> - Understands how to make appropriate music selections both for their vocal abilities and for various applications in public performance.</p> <p><b>4M</b> - Demonstrates an understanding of solo numbers in various styles to be performed.</p>			
--	--	--	--

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 1 - Unit 5 – Elements of Singing - Part 1 (20 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>5A</b> - Understands the mechanics of vocalizing.</p> <p><b>5B</b> - Practices vocal warm-up.</p> <p><b>5C</b> - Practices using the voice and the body together.</p> <p>.</p>	<p><b><u>Career Technical Education:</u></b></p> <p><b>*AME/PAP/B2.1/CE/D/PR/G9-12/ (2.4)</b> Perform original works that employ personal artistic intent and communicate effectively.</p> <p><b>*AME/PAP/B4.2/AV/M/PR/G9-12 (4.2)</b> Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.</p> <p><b>*AME/PAP/B4.2/AV/M/ADV/G9-12/ (4.2)</b> Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.</p> <p><b>(4.3)</b> Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.</p> <p><b><u>Core Academic:</u></b></p> <p><b>*AME/C/2.4LS/LSSA/G11-12/ (1.7)</b> Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p>	<p><b>5A – 5 hours:</b> Mechanics of vocalizing</p> <p><b>5B – 5 hours:</b> Vocal warm-ups and fundamentals of vocal health</p> <p><b>5C – 10 hours:</b> Voice and body together</p>	<p><b><u>Teacher Resources:</u></b> Textbook: Freeing the Natural Voice, by Cristine Linklater</p> <p>Textbook: Improvisation for the theatre, by Viola Spolin</p> <p>Textbook: The Actor at Work, by Robert Benedetti</p> <p><b><u>Student Resources:</u></b> Website: <a href="http://www.ace-your-audition.com">www.ace-your-audition.com</a></p>



## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 1 - Unit 6 – Rehearsal and Performance Preparation - Part 1 (30 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>6A</b> - Demonstrates physical activities involving concentration, body awareness, flexibility, strengthens, and warm-up.</p> <p><b>6B</b> - Evaluates technical vocal problem and their possible solutions.</p> <p><b>6C</b> - Demonstrates vocal techniques (i.e. opera, musical theatre, rock, etc.).</p>	<p><b><u>Career Technical Education:</u></b></p> <p><b>*AME/PAP/B2.1/CE/D/PR/G9-12/</b>  <b>(2.2)</b> Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances  <b>(2.3)</b> Design a dance that utilizes an established dance style or genre.</p> <p><b>*AME/PAP/B4.1/AV/D/ADV/G9-12/</b>  <b>(4.1)</b> Critique dance works to improve choreographic structure and artistic presence.  <b>(4.2)</b> Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).  <b>(4.3)</b> Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.  <b>(4.4)</b> Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).  <b>(4.5)</b> Evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).</p> <p><b><u>Core Academic:</u></b></p> <p><b>*AME/A/1.4VAPA/D/PR/G9-12/</b>  <b>(5.3)</b> Synthesize information from a variety of health-related resources to maintain physical and emotional health.</p> <p><b>*AME/C/2.2W/WSA/G11-12/</b>  <b>(1.5)</b> Use language in natural, fresh, and vivid ways to establish a specific tone  <b>(1.9)</b> Revise text to highlight the individual</p>	<p><b>6A – 10 hours:</b> Physical activities involving concentration, body awareness, strengthening, and warm-up</p> <p><b>6B – 10 hours:</b> Technical vocal problems and their possible solutions</p> <p><b>6C – 10 hours:</b> Vocal techniques</p>	<p><b><u>Teacher Resources:</u></b> Textbook: The Actor at Work, by Robert Benedetti</p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

	<p>voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p> <p><b>*AME/C/2.3WO/ELC/G11-12/</b></p> <p><b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p>		
--	---	--	--

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 1 - Unit 7 – Industry Focus (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>7A</b> - Identifies sources of auditions.</p> <p><b>7B</b> - Demonstrates theatre etiquette.</p> <p><b>7C</b> - Develops a professional composite/resume.</p> <p><b>7D</b> - Creates a professional performance portfolio (headshot, bio, CD, Press kit...what student has done and doing).</p> <p><b>7E</b> - Differentiates union enrollment (SAG, AFTRA, etc.) - (Understanding of consequences).</p> <p><b>7F</b> - Identifies steps necessary to obtain agency representation.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/CPM/</b>  <b>3.7</b> Understand the impact of the economic environment on the arts industry.  <b>*AME/PAP/B5.1/CRA/D/PR/G9-12/</b>  <b>(5.5)</b> Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).  <b><u>Core Academic:</u></b></p>	<p><b>7A – 30 minutes:</b> Sources of Audition</p> <p><b>7B – 30 minutes:</b> Theatre etiquette</p> <p><b>7C – 2 hours:</b> Development of a professional composite/resume</p> <p><b>7D – 2 hours:</b> Creation of a professional performance portfolio</p> <p><b>7E – 2 hours:</b> Union enrollment</p> <p><b>7F- 2 hours:</b> Steps necessary to gain agency representation</p>	<p><b><u>Teacher Resources:</u></b> Textbook: The Actor at Work, by Robert Benedetti</p> <p>How to Eat and Act at The Same Time, by Tom Logan</p> <p><b><u>Student Resources:</u></b></p> <p>Websites:  <a href="http://www.actorsalliance.com">www.actorsalliance.com</a>  <a href="http://www.backstage.com">www.backstage.com</a>  <a href="http://www.nowcasting.com">www.nowcasting.com</a></p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 2 - Unit 1 – Introduction Review (2 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>1A</b> – Understands course objective.</p> <p><b>1B</b> - Understands course requirements.</p> <p><b>1C</b> - Understands course grading.</p> <p><b>1D</b> - Understands course discipline.</p> <p><b>1E</b> - Understands History of Musical Theatre (i.e. Show Boat, Man of La Mancha, Kiss Me Kate, etc.).</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/RF/</b>  <b>7.1</b> Understand the qualities and behaviors that constitute a positive and professional work demeanor.  <b>*AME/PMAP/</b>  <b>C1.1</b> Understand technical support functions in the arts industry  <b>C2.1</b> Know the main elements and functional responsibilities involved in the production and presentation of the performing, visual, and media arts.  <b><u>Core Academic:</u></b>  <b>*AME/A/1.3HSS/HIN/G9-12/</b>  <b>(2)</b> Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.  <b>(3)</b> Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.  <b>(4)</b> Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.  <b>*AME/A/1.4VAPA/D/PR/G9-12/</b>  <b>(4.1)</b> Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).  <b>*AME/A/1.4VAPA/MU/ADV/G9-12/</b>  <b>(5.1)</b> Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.</p>	<p><b>1A – 15 minutes:</b> Course objective</p> <p><b>1B – 15 minutes:</b> Course requirements</p> <p><b>1C – 30 minutes:</b> Course grading</p> <p><b>1D – 30 minutes:</b> Course discipline</p> <p><b>1E- 30 minutes:</b> History of musical theatre</p>	<p><b><u>Teacher Resources:</u></b> Textbook: Basic Drama Project, by Tanner</p> <p><b><u>Student Resources:</u></b> Handout: Theater Vocabulary Glossary</p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 2 - Unit 2 – Safety Review (3 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>2A</b> - Demonstrates safe working habits and practices.</p> <p><b>2B</b> - Demonstrates safe equipment operation.</p> <p><b>2C</b> - Demonstrates safe production environment.</p> <p><b>2D</b> - Understands theatre facility safety issues and procedures for shop.</p> <p><b>2E</b> - Understands theatre facility safety issues and procedures of stage house.</p> <p><b>2F</b> - Understands theatre facility safety issues and procedures for auditorium.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/HS/</b>  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.3</b> Know how to take responsibility for a safe and healthy work environment.  <b><u>Core Academic:</u></b></p>	<p><b>2A – 30 minutes:</b> Safe working habits and practices</p> <p><b>2B – 15 minutes:</b> Safe equipment operation</p> <p><b>2C – 15 minutes:</b> Safe production environment</p> <p><b>2D-2F- 2 hours:</b> Understand theatre facility safety issues and procedures of shop and stage house.</p>	<p><b><u>Teacher Resources:</u></b></p> <p><b><u>Student Resources:</u></b></p>

**CTE/ROP Professional Musical Theatre Voice Performer 1/2**

<u>Semester 2 - Unit 3 – Elements of Singing - Part 2 (20 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>5A</b> - Practices musical theatre vocal literature.</p> <p><b>5B</b> - Understands the basic principles of music theory</p>	<p><b><u>Career Technical Education:</u></b></p> <p><b>*AME/PAP/B2.1/CE/D/PR/G9-12/ (2.2)</b> Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances</p> <p><b>*AME/PAP/ B6.3</b> Know various techniques and methods for theatrical, aural, and physical arts performances</p> <p><b><u>Core Academic:</u></b></p> <p><b>*AME/C/2.4LS/LSSA/G11-12/ (1.9)</b> Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.</p>	<p><b>5A – 5 hours:</b> Musical theatre vocal literature</p> <p><b>5B – 15 hours:</b> Introduction to the basic principles of music theory</p>	<p><b><u>Teacher Resources:</u></b> Textbook: Freeing The Natural Voice, by Christine Linklater</p> <p>Textbook: Basic Drama Projects, by Tanner</p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 2 - Unit 4 – Rehearsal and Performance Preparation - Part 2 (30 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>4A</b> - Demonstrates singing accurately with or without accompaniment.</p> <p><b>4B</b> - Demonstrates ability to dance in the style of musical theatre.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/PAP/B2.2/CE/M/ADV/G9-12/</b>  <b>(2.2)</b> Sing music written in four parts with and without accompaniment.</p> <p><b><u>Core Academic:</u></b>  <b>*AME/A/1.4VAPA/D/PR/G9-12/</b>  <b>(5.3)</b> Synthesize information from a variety of health-related resources to maintain physical and emotional health.</p> <p><b>*AME/C/2.2W/WSA/G11-12/</b>  <b>(1.5)</b> Use language in natural, fresh, and vivid ways to establish a specific tone  <b>(1.9)</b> Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p> <p><b>*AME/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p>	<p><b>4A – 20 hours:</b> Singing accurately with or without accompaniment</p> <p><b>4B – 10 hours:</b> Musical Theatre Dance</p>	<p><b><u>Teacher Resources:</u></b> Textbook: The Actor at Work, by Robert Benedetti</p> <p><b><u>Student Resources:</u></b></p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 2 – Unit 5 – Performance and Involvement (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>5A</b> - Performs in productions.</p> <p><b>5B</b> - Critiques performances presented by professional and non-professional theatre, music and dance presentation.</p> <p><b>5C</b> - Becomes involved in other companies (camps, internships, etc.).</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/PAP/B3.3/HCC/TH/PR/G9-12/</b>  <b>(3.3)</b> Identify key figures, works, and trends in world theatrical history from various cultures and time periods.  <b>*AME/PAP/B4.2/AV/M/PR/G9-12</b>  <b>(4.1)</b> Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.</p> <p><b><u>Core Academic:</u></b>  <b>*AME/C/2.2W/WSA/G11-12/</b>  <b>(1.9)</b> Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>	<p><b>5A – 5 hours:</b> Performance in production</p> <p><b>5B – 2.5 hours:</b> Critiques of performances presented by professional and nonprofessional theatre, music and dance presentation</p> <p><b>5C – 2.5 hours:</b> Involvement in other companies (camps, internships, etc.)</p>	<p><b><u>Teacher Resources:</u></b> Textbook: History of The Theatre</p> <p><b><u>Student Resources:</u></b> Handout: Basic Drama Projects by Tanner</p> <p>Textbook: Scene Study, by Bruce Miller</p> <p>Website: <a href="http://www.actorsalliance.com">www.actorsalliance.com</a></p>



## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 2 - Unit 6 – Career Pathways &amp; Strategies for Obtaining Employment (12 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>6A</b> - Understands career opportunities and projected trends; investigates.</p> <p><b>6B</b> - Acquires knowledge of the requirements for obtaining acting roles and other theatre occupations.</p> <p><b>6C</b> - Identifies steps for setting goals and writing goals and objectives.</p> <p><b>6D</b> - Examines aptitudes related to career options, related personal characteristics and interests to educational and occupational.</p> <p><b>6F</b> - Creates a professional performance portfolio (headshot, bio, CD, Press kit...what student has done and doing).</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.4</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>3.5</b> Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.  <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.  <b>*AME/PSCT/</b>  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.  <b>5.4</b> Use the elements of the particular art form to observe, perceive, and respond.  <b>*AME/HS/</b>  <b>6.1</b> Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>*AME/LT/</b>  <b>9.3</b> Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.  <b>*AME/PAP/B5.1/CRA/D/PR/G9-12/</b>  <b>(5.5)</b> Examine the training, education, and</p>	<p><b>6A – 2 hours:</b> Career opportunities and project trends</p> <p><b>6B – 2 hours:</b> Research requirements for obtaining singing roles and other theatre occupations.</p> <p><b>6C – 3 hours:</b> Steps for setting goals and writing personal goals and objectives</p> <p><b>6D – 2 hours:</b> Examine aptitudes related to educational and occupational opportunities</p> <p><b>6F – 3 hours:</b> Professional performance portfolio</p>	<p><b><u>Teacher Resources:</u></b> Textbook: Basic Drama Projects, by Tanner</p> <p><b><u>Student Resources:</u></b> Website: <a href="http://www.actorsequity.org">www.actorsequity.org</a></p> <p>Handout: Basic Drama Projects, by Tanner</p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

	<p>experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).</p> <p><b>*AME/PAP/B5.3/CRA/TH/PR/G9-12/</b> <b>(5.1)</b> Describe how skills acquired in theatre may be applied to other content areas and careers.</p> <p><b>*AME/PAP/B5.3/CRA/TH/ADV/G9-12/</b> <b>(5.4)</b> Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts</p> <p><b><u>Core Academic:</u></b></p>		
--	--	--	--

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 2 - Unit 7 – Occupational Knowledge Skills (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>7A</b> - Accesses and utilizes technology and information.</p> <p><b>7B</b> - Practices occupational safety standards.</p> <p><b>7C</b> - Thinks critically and solves problems effectively.</p> <p><b>7D</b> - Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p> <p><b>7E</b> - Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.</p> <p><b>7F</b> - Applies knowledge to real world problems and situations.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/T/</b>  <b>4.1</b> Understand past, present, and future technological advances as they relate to a chosen pathway.  <b>4.2</b> Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.  <b>*AME/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.  <b><u>Core Academic:</u></b></p>	<p><b>7A – 1 hour:</b>            Accesses and utilizes technology and information.</p> <p><b>7B – 30 minutes:</b>            Practices occupational safety standards.</p> <p><b>7C – 30 minutes:</b>            Thinks critically and solves problems effectively.</p> <p><b>7D – 1 hour:</b>            Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p> <p><b>7E – 1 hour:</b>            Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.</p> <p><b>7F – 1 hour:</b>            Applies knowledge to real world problems and situations.</p>	<p><b><u>Teacher Resources:</u></b>            Website:  <a href="http://www.actorsequity.org">www.actorsequity.org</a></p> <p>Textbook:            How to Eat and Act at The Same Time, by Tom Logan</p> <p><b><u>Student Resources:</u></b>            Websites:  <a href="http://www.actorsequity.org">www.actorsequity.org</a>  <a href="http://www.actorsalliance.com">www.actorsalliance.com</a></p>

## CTE/ROP Professional Musical Theatre Voice Performer 1/2

<u>Semester 2 - Unit 8 – Workplace Skills &amp; Behavior (4 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p><b>8A</b> - Works independently and collaboratively.</p> <p><b>8B</b> - Communicates effectively and appropriately.</p> <p><b>8C</b> - Performs reliably and responsibly.</p> <p><b>8D</b> - Works with diverse populations effectively and respectfully.</p> <p><b>8E</b> - Is punctual.</p> <p><b>8F</b> - Follows directions.</p> <p><b>8G</b> - Works well with minimum supervision.</p> <p><b>8H</b> - Is cooperative.</p> <p><b>8I</b> - Takes initiative by working beyond minimum requirements.</p> <p><b>8J</b> - Meets job standards of neatness and grooming.</p> <p><b>8K</b> - Responds appropriately to constrictive criticism.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/RF/</b>  <b>7.1</b> Understand the qualities and behaviors that constitute a positive and professional work demeanor.  <b>7.2</b> Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.  <b>7.3</b> Understand the need to adapt to varied roles and responsibilities.  <b>*AME/LT/</b>  <b>9.5</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.  <b><u>Core Academic:</u></b></p>	<p><b>8A-8K – 4 hours:</b>                      Workplace skills</p>	<p><b><u>Teacher Resources:</u></b>                      Job Finder’s Guide</p> <p><b><u>Student Resources:</u></b>                      Job Finder’s Guide</p>

**CTE/ROP Professional Musical Theatre Voice Performer 1/2**

<u>Semester 2 - Unit 9 – Job Acquisition Skills (4 hours)</u>			
<b>Competencies</b>	<b>Standards</b>	<b>Suggested Pacing</b>	<b>Resources/Materials</b>
<p><b>9A</b> - Completes an appropriate resume and job application.</p> <p><b>9B</b> - Acquires job interview techniques.</p> <p><b>9C</b> - Attains awareness of advanced career and educational opportunities.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*AME/CPM/</b>  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b><u>Core Academic:</u></b></p>	<p><b>9A- 2 hours:</b>                      Completes an appropriate resume and job application.</p> <p><b>9B – 1 hour:</b>                      Acquires job interview techniques.</p> <p><b>9C – 1 hour:</b>                      Attains awareness of advanced career and educational opportunities.</p>	<p><b><u>Teacher Resources:</u></b>                      Job Finder's Guide</p> <p><b><u>Student Resources:</u></b>                      Job Finder's Guide</p>

## **CTE/ROP Professional Musical Theatre Voice Performer 1/2**