

# Theatre: High School Musical Theatre Level III

Adopted 2013

## High School Musical Theatre Level III

- 1. The student develops concepts about self, human relationships, and the environment using elements of drama, dance, music, and the conventions of musical theatre. The student is expected to:** [HS.MT.III.1](#)
  - A. create theatrical, dance, and vocal music preparation and warm-up techniques; [HS.MT.III.1.A](#)
  - B. develop stage movement, pantomime, and dance skills in various genres such as ballet, tap, jazz, ballroom, and Broadway; [HS.MT.III.1.B](#)
  - C. develop acting techniques in song, dance, and spoken dialogue; [HS.MT.III.1.C](#)
  - D. model professional audition techniques such as musical selection, monologue performance, dance and movement, and the relationship between accompanist and performer; [HS.MT.III.1.D](#)
  - E. analyze the dramatic structure of musical theatre; [HS.MT.III.1.E](#)
  - F. perform a character from a musical incorporating physical, intellectual, and emotional dimensions; [HS.MT.III.1.F](#)
  - G. collaborate effectively with all artistic partners in a musical theatre production; and [HS.MT.III.1.G](#)
  - H. employ the language of musical theatre such as stage terminology, elements of musical theatre, or theatrical conventions. [HS.MT.III.1.H](#)

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**2. The student interprets characters through acting, singing, and dance using voice and body expressively and creates dramatizations called for in a musical script.**

**The student is expected to:** [HS.MT.III.2](#)

- A. apply appropriate safety measures in vocalization, dance movement, and theatrical movement; [HS.MT.III.2.A](#)
- B. appraise creativity as it relates to self and ensemble in musical theatre; [HS.MT.III.2.B](#)
- C. create and sustain believable characters through acting, singing, and dancing; [HS.MT.III.2.C](#)
- D. model proper voice usage and correct vocal production skills such as vocal placement, vocal phrasing, vocal tone production, and vocal consistency in a performance situation; [HS.MT.III.2.D](#)
- E. analyze lyrics of a song as a monologue, dialogue, or ensemble scene for interpretation, characterization, vocalization, and dance; and [HS.MT.III.2.E](#)
- F. collaborate to produce material related to musical theatre such as monologues, scenes, lyrics, or choreography to convey meaning to the audience through live performance or other media forms. [HS.MT.III.2.F](#)

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**3. The student applies design, directing, choreography, and musical theatre production concepts and skills. The student is expected to:** [HS.MT.III.3](#)

- A. model safe and effective use of technical elements of musical theatre; [HS.MT.III.3.A](#)
- B. create musical production plans such as rehearsal plans, technical designs, blocking, choreography, and solo and ensemble musical numbers; [HS.MT.III.3.B](#)
- C. demonstrate responsibility and creative problem solving as a leader in one or more areas of musical theatre or musical media production such as actor, director, choreographer, and musical director; and [HS.MT.III.3.C](#)
- D. collaborate with others to perform a role such as actor, director, choreographer, designer, technician, and editor in a musical theatre or musical media production. [HS.MT.III.3.D](#)

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**4. The student relates musical theatre to history, society, and culture. The student is expected to:** HS.MT.III.4

- A. articulate historical and cultural influences and developments on musical theatre; HS.MT.III.4.A
- B. examine the historical development of musical theatre as a uniquely American art form; HS.MT.III.4.B
- C. experiment with contemporary forms of musical theatre such as new composers and their composition styles, multicultural styles, practices and principles of contemporary musical theatre, and popular musical theatre; HS.MT.III.4.C
- D. defend musical theatre as a reflection of life in particular times, places, and cultures; and HS.MT.III.4.D
- E. articulate the influences of musical theatre forms such as theatre, television, and film on past and present society. HS.MT.III.4.E

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**5. The student responds to and evaluates musical theatre performances. The student is expected to:** HS.MT.III.5

- A. model appropriate audience behavior at various types of performances; HS.MT.III.5.A
- B. defend musical theatre as a creative art form and evaluate self as a creative being; HS.MT.III.5.B
- C. evaluate the interdependence of all musical theatre elements such as dramatic spoken text, vocalized text, dance, costuming, set design, lighting, and sound; HS.MT.III.5.C
- D. evaluate self and peer performance using constructive criticism; HS.MT.III.5.D
- E. discuss musical theatre, musical film, or other musical media using precise musical theatre vocabulary; HS.MT.III.5.E
- F. experiment with a career opportunity in musical theatre, musical film, or other musical media and analyze the training, skills, self-discipline, and artistic discipline needed for personal success; HS.MT.III.5.F
- G. relate musical theatre skills and experiences to higher education and careers outside of the theatre; and HS.MT.III.5.G
- H. document and present information in a clear and coherent manner using technology in a resume or portfolio format. HS.MT.III.5.H