

MUSIC THEATRE

Music Context #3: Current and Emerging Musical Practices

Health & Social Education:

Unit Question: How can entertainment be used to touch people's hearts?

A: Knowledge & Understanding: communicate a critical understanding of the art form studied in the context of their own artwork.

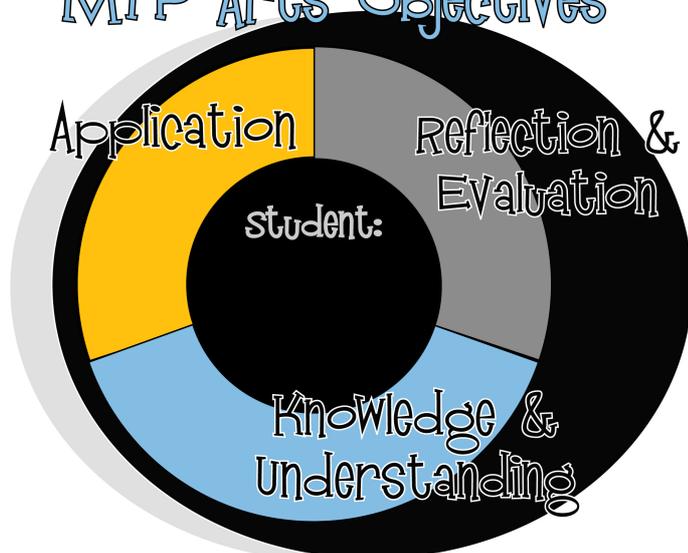
B: Application: Realising a personal interpretation of a piece music from music theatre.

C: Evaluation and Reflection



Level: 5 / Grade: 10

MYP Arts objectives



Adding Criteria A to your Programme Booklet:

The final piece of writing in your Programme Booklet contains background information on the “group” performing in the pretend concert. What group? YOUR group.

What does this mean?

1. Answer these questions in the final write-up of your Programme Booklet:

Strand 2

As you answer these questions, please be sure to use specialised language, concepts and processes

Strand 3

- * How did the piece you choose fit into the historical context of musical theatre?
- * How did the piece you choose fit into the societal / social theme that you choose?
 - Describe your group, doing the write-up as if you are highlighting the work of “famous musicians” in this concert. Talk about who makes up your group, who is playing which instruments, etc.
 - Describe the theme you choose and highlight its importance to society
 - Describe how the musical from which your song originates uses that theme
 - Explain why your group felt this song was a appropriate for your concert

Adding Criteria B to your Programme Booklet:

Please answer these questions in your DW.

WHITE HAT: Discuss your progress through the creative cycle (planning, practicing, polishing, and performing). This is similar to the “process work” of your PPP.

- * Describe how your group planned together, what challenges and successes you experienced through practicing, what you did to polish, etc.
- * How has this performance helped you to develop as a musician?
- * In which of the four stages did you do your best work? In which stage did you face the most challenges?
- * What was your role in composing the music within your group?
Just like your PPP, do an evaluation of your PROCESS in planning this performance.

GREEN HAT: Looking at your original plan for creativity and musicality, how close did you achieve your aims for this performance? What did you do to make the piece creative and musical?

BLUE HAT: What strategies helped you as you progressed through the creative cycle?

ENDURING UNDERSTANDINGS:

- How can a piece of entertainment be used to influence people?
- Why are musicals an effective tool in highlighting social issues?
- How can librettists and composers work together to bring about social change?
- Why are musicals, and their movie/television counterparts, easily accessible to society?

Criterion C: Reflection & Evaluation

1. Use the provided Criterion B task-specific rubric to assess your own performance; then insert this file into your DW. Do this by colouring in the band that most represents your achievement. Be sure to read from the bottom of each column up and to stop when you reach a descriptor that suits your achievement. Also, skip columns that do not relate (e.g. string musicians are not assessed on breathing techniques).

2. Answer these questions in your Developmental workbook, underneath your self-assessment rubric.

YELLOW HAT: What was successful about your performance?

BLACK HAT: What could have been improved about your performance and how could this have been achieved?

RED HAT: How do you feel when you perform as a soloist versus as part of a group? Which do you prefer and why? What strategies could you use to overcome any possible “stage fright” or nerves?

FEEDBACK: What feedback / support did you receive during this unit and how did it help you improve your work?