Beal City Public Schools

Visual, Performing and Applied Arts Pacing Guide - Music Appreciation

Module Three: Musicology: American Musical Theater

This module can run concurrently with any musicological modules

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| **Week** | **Key Objectives** | **Content Expectations** | **Target Student Outcomes** | **Assessment and Rubrics** |
| 1-3 | Beginnings through Show Boat • Origins in vaudeville, minstrelsy, extravaganza, follies, revue • Important figures - composers, producers, actors • Relevant performance practice trends • Listen/view to authentic recordings | State Standards: 1, 2, 3, 4, 5 Visual, Performing & Applied Arts Guidelines: C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4 | • I will develop and improve my basic understanding of American musical theater and its importance and impact in American society.  | • Computer-Aided Instruction • Multimedia Presentation(s) • Participation Grades • Written Evaluations • Teacher Evaluations |
| 4-7 | The Golden Age • Historical & social perspectives; correlation and response to and from music • Important composers/lyricists • The role of story in musical theater development • Listen/view to authentic recordings |  | • I will understand basic musical terminology and increase my musical vocabulary.  |  |
| 8-11 | Social Upheaval• Historical & social perspectives; correlation and response to and from music • Important composers/lyricists • The role of political movements and its effect on the musical• Listen/view to authentic recordings |  | • I will listen musically.  |  |
| 12-14 | The Fall and Resurrection of Broadway• Historical & social perspectives; correlation and response to and from music • Important composers/lyricists • Separation of pop music and art music • Economic troubles in New York and its effect• Listen/view to authentic recordings |  | • I will be able to apply all musical concepts to my music: tone, intonation, technique, rhythm and interpretation. |  |
| 15-18 | The Millenium and Beyond• Historical & social perspectives; correlation and response to and from music • Important composers/lyricists • Modern Broadway musicals • Separation of pop music and art music• Listen/view to authentic recordings |  |  |  |