



Edit page

CW High School

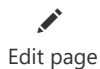
Musical Theatre

1. History (25.00%)

Learning Targets

1.1 I describe, explain, and analyze significant historical milestones in American Musical Theatre History (TP.Cn.13.h and 16.h).

Learning Target	Descriptor	Definition
4	Proficient	I describe, explain, and analyze significant historical milestones in American Musical Theatre History (TP.Cn.13.h and 16.h).
3	Developing	I describe, explain, and analyze most of the significant historical milestones in American Musical Theatre History.
2	Basic	I describe, explain, and analyze many of the significant historical milestones in American Musical Theatre History.
1	Minimal	I describe, explain, and analyze some of the significant historical milestones in American Musical Theatre History.
0	No Evidence	No evidence shown.



Edit page

CW High School

Musical Theatre

2. Libretto and Score (12.50%)


Learning Targets

2.1 I describe, explain, and analyze the story line of selected musical theatre scripts (TP.Cr.20.h, TD.Cr.14.h and 16.h).

Learning Target	Descriptor	Definition
4	Proficient	I describe, explain, and analyze the story line of selected musical theatre scripts (TP.Cr.20.h, TD.Cr.14.h and 16.h).
3	Developing	I describe, explain, and analyze most aspects in the story line of selected musical theatre scripts.
2	Basic	I describe, explain, and analyze many aspects in the story line of selected musical theatre scripts.
1	Minimal	I describe, explain, and analyze some aspects in the story line of selected musical theatre scripts.
0	No Evidence	No evidence shown.

2.2 I analyze show tunes for their musical form and function in progressing the story (TP.Cr.16.h; MP3.R.16 and 18.h; MP4.Cn.15.h).

Learning Target	Descriptor	Definition
4	Proficient	I analyze show tunes for their musical form and function in progressing the story (TP.Cr.16.h; MP3.R.16 and 18.h; MP4.Cn.15.h).
3	Developing	I usually analyze show tunes for their musical form and function in progressing the story.
2	Basic	I sometimes analyze show tunes for their musical form or function in progressing the story.
1	Minimal	I occasionally analyze show tunes for their musical form or function in progressing the story.
0	No Evidence	No evidence shown.



Edit page

CW High School

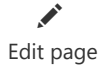
Musical Theatre

3. Set Design (12.50%)

Learning Targets

3.1 I draft plans for a set including lighting, sound, and backdrop in a musical theatre production (TD.Cr.13.h, 17.h, and 18.h).

Learning Target	Descriptor	Definition
4	Proficient	I draft plans for a set including lighting, sound, and backdrop in a musical theatre production (TD.Cr.13.h, 17.h, and 18.h).
3	Developing	I draft most plans for a set including lighting, sound, and backdrop in a musical theatre production.
2	Basic	I draft many plans for a set including lighting, sound, and backdrop in a musical theatre production.
1	Minimal	I draft some plans for a set including lighting, sound, and backdrop in a musical theatre production.
0	No Evidence	No evidence shown.



CW High School

Musical Theatre

4. Perform (50.00%)

Learning Targets

4.1 I act, dance, and sing in character culminating in a final performance (MP2.P.25 and 29.h; D.D.R.14.h and 16.h; TPP.19.h and 20.h).

Learning Target	Descriptor	Definition
4	Proficient	I act, dance, and sing in character culminating in a final performance (MP2.P.25 and 29.h; D.D.R.14.h and 16.h; TPP.19.h and 20.h).
3	Developing	I frequently act, dance, and sing in character culminating in a final performance.
2	Basic	I sometimes act, dance, and sing in character culminating in a final performance.
1	Minimal	I occasionally act, dance, and sing in character culminating in a final performance.
0	No Evidence	No evidence shown.

4.2 I use eye contact, facial expression, gestures, and third-wall adhering techniques (TPP.16.h, 17.h, and 18.h).

Learning Target	Descriptor	Definition
4	Proficient	I use eye contact, facial expression, gestures, and third-wall adhering techniques (TPP.16.h, 17.h, and 18.h).
3	Developing	I frequently use eye contact, facial expression, gestures, and third-wall adhering techniques
2	Basic	I sometimes use eye contact, facial expression, gestures, and third-wall adhering techniques
1	Minimal	I occasionally use eye contact, facial expression, gestures, and third-wall adhering techniques
0	No Evidence	No evidence shown.

Submitted on 2/6/2022 by