

Graduate Course Number: 6713 - 3 graduate credit hours; 588 - 2 graduate credit hours

Course Title: Musical Theatre Preparation and Production

Days/Times of Class Meetings: February 13-May 5 2023. This class is asynchronous.

Number of Credits for the course: 3 Graduate Credits

Instructor with email address and office hours:

Sarah Giordano [sgiordano@vandercook.edu](mailto:sgiordano@vandercook.edu)

Office hours are via Zoom, 6-7 p.m. on Tuesdays and by appointment.

This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.

Student Engagement Statement:

Coursework will consist of a variety of materials including pre-recorded webinars, articles, Schoology discussion questions and comments, small and large projects. Each hour of credit implies a 50-minute class period plus 2 hours of outside the class preparation or its equivalent. Students in compressed courses are required to prepare for the first day of classes by preparing the pre-course readings and any pre-class assignments.

Course Description:

This course is designed for music educators who direct their school musical. Musical directors of all levels (elementary, middle school, high school, community theatre) will benefit from course contents. This practical course will incorporate a step-by-step guide in planning one's show.

This course covers the necessary steps to needed to direct a successful show, including:

- Selecting your musical
- Creating a budget, fundraising
- The audition process
- The rehearsal process: calendar, acting techniques, music rehearsal
- Set design, costuming and stage makeup
- Parent communication and advertising
- Tech elements including sound and lighting
- Opening night

Discussion questions will be posted weekly for all to share ideas and suggestions related to different topics in musical theatre preparation, navigating speed bumps, and tips for ensuring a successful production.

The final project combines course material from throughout the session so directors will have all the tools needed in a condensed format to present to administration to ‘make your case’ to bring quality musical theatre to your school community.

<b><u>Student Learning Outcomes</u></b>	<b><u>Outcomes Assessments</u></b>
<p>1. Students will be able to apply various methods and concepts to projects and assignments, along with differentiation and best practice models.</p> <p>2. Students will be able to create strategies for assessing student progress and designing curriculum (lessons/projects) that address visual, aural, and kinesthetic/tactile learning styles.</p> <p>3. Students will be able to synthesize various performance-based projects in musical theatre.</p>	<p>1. Students will be assessed through written assignments and small projects with standards from a rubric.</p> <p>2. Students will be assessed through written assignments and larger projects with standards from a rubric.</p> <p>3. Performance-based projects will be assessed through standards from a rubric.</p>

**Program-Level Outcomes Addressed:**

a. Professionalism in Teaching - Candidates will participate in group and character-building activities by working to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to: Research best educational practices; Discern new uses for information from a variety of course work; Reflectively discuss their teaching and ways to enhance it.

b. Excellence in Music- Candidates will explore more deeply the culturally and historically important aspects of music, musicians, and composers throughout the world and across time. Students will demonstrate the ability to: Recognize style traits of various composers, genres, and periods; Identify major and transitional composers in a variety of styles, genres, and periods; Learn or review and apply new techniques to perform in a style appropriate to genre, style, period, and culture.

c. Strength in Character- Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research. Students will demonstrate the ability to: Discuss a variety of educational approaches; Describe why particular educational approaches are chosen for use; Choose and apply new approaches to the teaching praxis.

**Course Requirements and Assessment:**

Through this course, students will complete Reflection Assignments, Course Discussions, Small and Large Projects, all of which will be graded. Each assignment and discussion expectations, including the requirement for comments (and the number of comments needed) will be outlined in each individual assignment posted. Students are encouraged to comment on any and all posts, including the ones that do not have to comment as part of completion requirements (these will be noted as such).

There will be Written Reflections and Small Projects for which students will be graded in this course. Each of these assignments will be worth 25 points.

There are 2 larger projects worth 50-100 points.

### Grading Breakdown:

The final grade for this course will be determined by the grading scale below.

- A=90%-100%
- B=80%-89%
- C=70%-79%
- D=60%-69%
- F=59% or below

### **Grading Rubric for Discussion and Comments**

- 8-10 points - Topics brought to discussion and subsequent comments are creative, demonstrating an understanding of the goal of the question and attention to detail. Responses and comments show a unique perspective.
- 5-7 points - The discussion and comment posting is missing many of the required elements, and the write-up does not adequately demonstrate an understanding of the goals of the question. The writing has errors and lacks professional language.
- 1-4 points - The discussion and comment posting is missing most of the required elements, and the write-up fails to accomplish most of the goals of the topic.

### **Grading Rubric for Smaller Projects and Reflections**

- 22-25 points - The project or reflection is creative, demonstrating an understanding of the goal of the project and attention to detail. The overall product and writing style is professional and exemplary.
- 19-21 points - The project or reflection highlights most of the required elements, but there are some mistakes in the execution of the project (or the writing has errors). While demonstrating understanding of the material, the project lacks creativity.
- 16-18 points - The project is missing many of the required elements, and the write-up does not adequately demonstrate an understanding of the goals of the project. The writing has many errors and lacks professional language.
- 1-15 points - The project is missing most of the required elements, and the write-up fails to accomplish most of the goals of the topic.

### **Grading Rubric for Larger Projects**

- 90-100 points - The project is creative, demonstrating an understanding of the goal of the project and great attention to detail. The overall product and writing style is professional and exemplary.
- 80-89 points - The project or reflection highlights most of the required elements, but there are some mistakes in the execution of the project (or the writing has errors). While demonstrating understanding of the material, the project lacks creativity.
- 70-79 points - The project is missing many of the required elements, and the write-up does not adequately demonstrate an understanding of the goals of the project. The writing has some errors.
- 60-69 points - The project is missing most of the required elements, and the write-up fails to accomplish many of the goals of the assignment. The writing has many errors and lacks professional language.
- 1-59 points - The project is missing most of the required elements, and the write-up fails to accomplish most of the goals of the assignment. The writing has significant errors and lacks professional language.

### Instructional Materials:

- *Required: Every participant will need a **script** or **perusal script** of the show they are preparing for this course. Please contact the instructor for assistance.*
- *There will be weekly articles to read and videos to watch posted in the participant's Resources Folder on Schoology.*
- *Suggested (but not required) book - **The iTheatrics Method: The Quintessential Guide to Creating Quality Musical Theater Programs - February 1, 2017 by Timothy Allen McDonald, Cynthia A. Ripley and Marty Johnson ISBN: 1622772288***

### Course Bibliography:

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### Course Schedule: (This schedule is subject to change.)

Week 1	Discussion question - Curtain up! Assignment - Choosing your show Assignment - Create an Audition Flier
Week 2	Discussion question - Your production team Discussion question - Audition Tips Assignment - Create an Audition Form
Week 3	Discussion question - Fundraising and Money Assignment - Create a budget

Week 4	Discussion question - Audition Speedbump! Assignment - Make a Rehearsal Schedule Assignment - Create a Character Plot For the Show
Week 5	Discussion question - Rehearsal Speedbump! Assignment - Blocking a Scene Assignment - Acting games
Week 6	Discussion question - How do you recycle and re-use pieces? Assignment - Set Design and Props
Week 7	Discussion question - Accompaniment, Pros and Challenges Assignment - Music Rehearsal
Week 8	Discussion question - Costumes: Buy, Borrow, Rent or Make? Assignment - Costume design
Week 9	Discussion question - Your Local Resources Musical Review Paper Due
Week 10	Discussion question - Crew Assignment - Sound and lighting
Week 11	Discussion question - Opening Night, Closing Night, and In Between Assignment - Advertising and Asking For Help
Week 12	Discussion question - Wrapping It Up Musical Theatre Final Slideshow Project Due Course Evaluation

**Attendance Policy:** This course is asynchronous. Schoology will be updated every Sunday with the next week's assignments and resources. Participants are expected to check Schoology for updates.

**Candidate Conduct:**

***An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee***

***and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.***

### Health and Safety:

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

### Academic Honesty:

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

### Plagiarism:

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

**No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.**

**Disability Statement:**

**If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.**