

## Teacher Workshop Series

### Directing and Choreographing Musicals:

Experience the art of staging and choreographing a musical! Led by Globe Theatre's Artistic Associate Stephanie Graham, the award-winning director/choreographer of the Globe Theatre's hit musicals: *Mamma Mia*, *Shrek-The Musical*, *Disney's The Little Mermaid*, *All Shook Up*, *Mary Poppins*, *The Drowsy Chaperone* and the upcoming *Disney's Beauty and the Beast*.

#### Arts Education 7 Outcomes Achieved

##### Creative/Productive

**CP7.2** - Investigate and manipulate the elements of dance and principles of composition including tension and resolution.

**CP7.3** – Create and refine transitions within choreographic forms (e.g., ABBA, narrative).

**CP7.4** – Investigate how dramatic character develops from role.

##### Critical/Responsive

**CR7.1** – Respond to professional dance, drama, music and visual art works using analysis, personal interpretation, and research

#### Arts Education 8 Outcomes Achieved

##### Creative/Productive

**CP8.2** – Investigate and use choreographic forms (e.g., theme and variations, canon).

**CP8.3** – Choreograph one section of group choreography.

**CP8.5** – Investigate how theatrical elements (e.g., story, character, design, space) are combined to achieve dramatic purpose.

##### Critical/Responsive

**CR8.1** – Respond to professional dance, drama, music and visual art works through the creation of own arts expressions

**CR 8.3** – Investigate and identify how arts expressions can reflect diverse worldviews

##### Cultural/Historical

**CH8.1** – research and share insights about arts expressions that incorporate social commentary

**CH 8.3** – Demonstrate understanding of how contemporary artists use and incorporate new technology into their work

**CH 8.4** – Examine and respond to the work of artist who incorporate more than one art form in their work (e.g., combining poetry and music).

**Arts Education 9 Outcomes Achieved**

**Creative/Productive**

**CP9.3** – Choreograph duo or small group work

**CP9.4** – Demonstrate how roles may be developed and how dramatic characters communicate meaning to an audience.

**CP9.5** – Manipulate drama strategies and theatrical elements (e.g., story, character, design, space) to achieve dramatic purpose

**Critical/Responsive**

**CR9.3** – Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs.

**Cultural/Historical**

**CH9.4** – Create interdisciplinary arts expressions individually or through collaboration with peers and examine the work of artists who create interdisciplinary expressions (e.g., sound and poetry, performance art, audio visual installations).

**Drama 10/20/30 Outcomes Achieved**

**Outcome:  
 Develop self-  
 confidence self-  
 discipline and self-  
 motivation**

**Acquire  
 understandings and  
 abilities in group  
 processes**

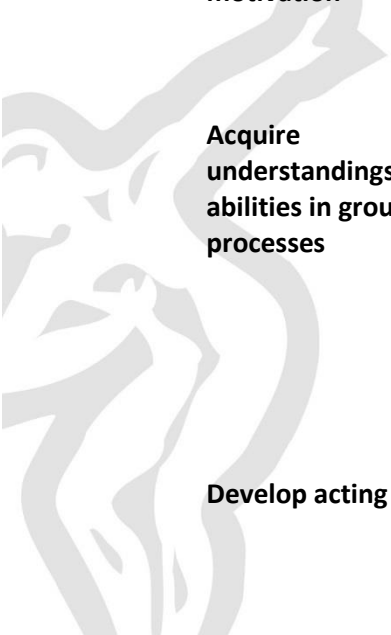
**Develop acting skills**

- Drama 10**
- feel secure in the class
  - co-operate with others
  - develop a sense of responsibility to other members of the class
  - co-operate with others in groups of various sizes to plan and participate in drama experiences

- assume and sustain roles

- Drama 20**
- work with increased competence in groups of all sizes to plan and participate in drama experiences
  - develop abilities in group decision making and problem-solving
  - assume leadership in small and large groups
  - sustain roles for an extended period of time

- Drama 30**
- work co-operatively in groups of all sizes to plan and participate in drama experiences
  - practice leadership of small and large groups
  - demonstrate an ability to portray a



### Drama 10

- express themselves confidently through movement and gesture
- display clarity of movement and gesture
- keep movement open to the audience
- use movement to communicate nonverbally
- understand that all movement must be motivated
- begin to develop a poised, controlled posture
- begin to develop breath control

### Drama 20

- portray characters in monologues, improvisations and scripted scenes
- participate in blocking improvised or scripted scenes
- understand and execute stage movement effectively
- understand and execute stage business effectively

### Drama 30

- character's motivation within a scene
- express the ideas and emotions appropriate to particular characters
- convey relationships with the other characters in a scene
- understand and apply the concept of status
- become confident in communicating character through movement and gesture
- become competent in blocking improvised or scripted scenes
- begin to develop voice projection

## Dance 10/20/30 Outcomes Achieved

### Outcome: Develop dance technique

#### Dance 10

- execute basic locomotor and nonlocomotor movements specific to a dance type with emerging technical accuracy and fluency
- observe and execute simple dance phrases -- locomotor, non-locomotor, and both in combination

#### Dance 20

- execute locomotor and non-locomotor movements specific to a dance type with technical accuracy and fluency
- observe and execute, with technical accuracy, dance phrases -- locomotor, non-locomotor, and both in combination
- extend understanding of the dance elements and apply this understanding to

#### Dance 30

- execute complex locomotor and nonlocomotor movements specific to a dance type with technical accuracy and fluency
- observe and execute, with technical and qualitative accuracy, complex dance phrases -- locomotor, nonlocomotor, and both in combination
- extend understanding of the dance elements and apply this





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increase their dance technique

LIVE IS BETTER

understanding to dance with technical

**Dance 10**

**Dance 20**

**Dance 30**

**Develop performance abilities**

- examine the factors that contribute to a quality performance
- begin to understand the basics of lighting, costume, and set design
- understand the purpose of rehearsing and demonstrate commitment to the rehearsal process

- develop the ability to sustain concentration, focus, and projection while dancing and begin to transfer these abilities to performance situations
- begin to interpret dances with attention paid to quality and intention -- both personal and the choreographer's
- examine the effect of sound and various lighting, costume, and set designs on dance productions
- begin to understand the collaborative nature of dance
- understand and practise performance etiquette

- accuracy and clarity of intention
- understand and consistently apply the movement principles (alignment, flexibility, balance, strength, endurance) to their own dance technique
- interpret dances with confidence and with attention paid to quality, style, and intention -- both personal and the choreographer's
- learn about and develop audition skills
- begin to understand how various effects can be created with lighting, costume, and set design in dance productions
- understand the collaborative nature of dance and demonstrate commitment to its collaborative processes



## Choral 10/20/30 Outcomes Achieved

### Aural Skills

- Demonstrate aural perception of the expressive and structural elements at work within a musical composition

### Musical Literacy

- Develop an understanding of the fundamentals of music theory and their application to structural elements of music

### Vocal Technique

- develop an exemplary vocal tone
- work toward technical accuracy and fluency
- work toward singing in tune
- apply technical abilities as a means to musical expression

### Attitudes and Values

- Demonstrate a commitment to their own musical education and growth

