**INTRODUCTION TO THEATER 9 - MUSICAL THEATER ASSIGNMENT**

**Section A:** After reading the Handout “Teaching Musical Theater Vocabulary”, fill in the information in the chart below.

**DYNAMICS: HARMONY:**

**PIANO:** Soft. **MAJOR HARMONY: They tend to sound happy and hopeful.**

**FORTE:** Loud or with force in Italian. **MINOR HARMONY: They tend to sound eerie or dark.**

**CRESCENDO: Gradually increasing volume.**

**DIMINUENDO: A decrease in loudness or volume.**

**TEMPO:**

**ADAGIO: slow and stately (literally “at ease”) (55 – 65 bpm).**

**ARTICULATIONS:** **MODERATO: moderately (86 – 97 bpm)**

**LEGATO: The notes are pronounced smooth. VIVACE: lively and fast (132 – 140 bpm)**

**STECCATO: The notes are pronounced short. ACCELERANDO: Gradually accelerating.**

**RITARDANO: Gradually slowing down.**

**Section B: Music Match**

Below are 5 different music samples/cues. For each one, play the song and identify the emotion, and musical coloring of the piece. Then, identify the Dynamic, Articulation, Harmony, and Tempo.

**CUE #1 –** [**http://www.bbbpress.com/wp-content/uploads/2017/09/10-Song-A-Sad.mp3**](http://www.bbbpress.com/wp-content/uploads/2017/09/10-Song-A-Sad.mp3)

**CUE #2 –** [**http://www.bbbpress.com/wp-content/uploads/2017/09/11-Song-B-Curious.mp3**](http://www.bbbpress.com/wp-content/uploads/2017/09/11-Song-B-Curious.mp3)

**CUE #3 –** [**http://www.bbbpress.com/wp-content/uploads/2017/09/12-Song-C-Mellow.mp3**](http://www.bbbpress.com/wp-content/uploads/2017/09/12-Song-C-Mellow.mp3)

**CUE #4 –** [**http://www.bbbpress.com/wp-content/uploads/2017/09/13-Song-D-Dark.mp3**](http://www.bbbpress.com/wp-content/uploads/2017/09/13-Song-D-Dark.mp3)

**CUE #5 –** [**http://www.bbbpress.com/wp-content/uploads/2017/09/14-Song-E-Happy.mp3**](http://www.bbbpress.com/wp-content/uploads/2017/09/14-Song-E-Happy.mp3)

**MUSIC CUE #1: Emotion:** *sad*

**DYNAMIC:** *Decrescendo* **HARMONY:** *Minor harmony*

**ARTICULATION:** *Smooth*  **TEMPO:** *80*

**MUSIC CUE #2: Emotion:** *Curious*

**DYNAMIC:** *Forte*  **HARMONY:** *Major harmony*

**ARTICULATION:** *Short*  **TEMPO:** *132*

**MUSIC CUE #3: Emotion:** *Mellow*

**DYNAMIC:** *Piano*  **HARMONY:** *Major harmony*

**ARTICULATION:** *Smooth*  **TEMPO:** *96*

**MUSIC CUE #4: Emotion:** *Dark*

**DYNAMIC: Crescendo** **HARMONY: Minor harmony**

**ARTICULATION:** *Short*  **TEMPO:** *104*

**MUSIC CUE #5: Emotion:** *Happy*

**DYNAMIC:** *Forte*  **HARMONY:** *Major harmony*

**ARTICULATION:** *Short*  **TEMPO:** *88*

**Section C: REFLECTION**

**1. Which Music Cue do you feel the most confident in your answers? Why?**

*The Music Cue in which I feel is my most confident is in Music Cue 5 because it has a happy emotion and the harmony sounds happy and hopeful. I also find the music to being loud and interactive in which it could make me and other people happy. Even though the music is a bit slow and the notes were short, overall, I still liked it and found it to be my favourite Music Cue.*

**2. Which Music Cue did you find the most challenging to identify the correct answers for? Why?**

*There were two Music Cues in which I found really challenging to find the correct answers. In the third Music Cue, I had trouble trying to find the harmony and emotion of the music and somewhat the tempo of the music. I tried my best to find the closest possible tempo and the harmony and the closest possible music that matched to this Music Cue. I almost had to look this up but then, I finally listened to the music repeatably, and this way, I got the harmony. For the fourth Music Cue, I had a bit of trouble finding the tempo of the music, so therefore, I had to pick the closest possible tempo to match this music.*

**3. Is this something you found interesting or have interest in learning more about? Why or why not?**

*This is something that I would have interest in learning more about because since I joined band last year, I have the idea of what all this work is about and I like it due to the fact that I am used to this stuff. I also find it somewhat kind of fun when it comes to doing musical theater and I get used to it. Other than that, I think that is it.*

**Section D: Identifying new ideas/perspectives**

After reading through the Handout: “The Dramatic Function of Songs in Musical Theater” answer the following questions:

1. For the Question of the Week this week, find one song from a published, Broadway musical, and post a link to the song in the QOTW thread. In addition, identify which type of song it is from the Dramatic Function of Songs handout, and why you think that is the case.

**I think this song “The Music Of The Night” from Broadway Musical is a I want and I wish song because there are two characters where one person sings the summary song and where the other person clears all their dreams by closing their eyes and how they start to dream as if it were the nighttime and what they want and wish for in their dream in a new world.**

**Here is the link for you to watch the video:**

[**The Music of the Night - Andrew Lloyd Webber's The Phantom of the Opera - YouTube**](https://www.youtube.com/watch?v=77umP7IRxD4)

**Musical Theater Rubric STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Minimal Satisfactory Proficient Exceptional*

**(A) Understanding of Musical Theater: 1 2 3 4 5 6 7 8**

* The student is able to demonstrate **excellent** reasoning and understanding of the elements of Musical Theater. ***(Student is able to proficiently identify elements of Harmony, Tempo, Articulation, and Dynamics)***

**(B) Application to Music 1 2 3 4 5 6 7 8**

* Skills and techniques are applied at a **high level** of proficiency. ***The student shows an excellent ability to apply the vocabulary to the music cues provided.***

**(C) Reflection: 1 2 3 4 5 6 7 8**

* The student reflects critically and **in depth** on his or her artistic development and processes **at different stages** of his or her work. ***Student is able to reflect on the challenges of the exercises, and demonstrates critical thinking.***

**(D) Risk Taking: 1 2 3 4 5 6 7 8**

* The student is **actively** receptive to art practices and artworks from various cultures, including his or her own. ***Student finds a relevant example for the Question of the Week and demonstrates thoughtful reflection on the message of the song.***