

CURRICULUM

FOR

MUSICAL

THEATRE

GRADES 10-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Jensyn Modero

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
**Musical Theatre
Grades 10-12**

Date of Board Adoption:
September 21, 2021

RAHWAY PUBLIC SCHOOLS CURRICULUM

Musical Theatre: Grades 10-12

PACING GUIDE

Unit	Title	Pacing
1	Audition	6 weeks
2	Song Interpretation	4 weeks
3	Musical Theatre Ensemble Singing	4 weeks
4	Musical Theatre Dance	4 weeks
5	Musical Theatre Scene Study	4 weeks
6	Musical Theatre Play Production	16 weeks
7	Musical Theatre History	2 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams.

- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Audition Unit

Target Course/Grade Level: Musical Theatre Grades 10-12

Unit Summary: Auditioning is the main job of a performer, especially that of the Musical Theatre performer. In this unit, students will be exposed to an introduction of techniques in the realm of vocal technique and song interpretation in order to effectively perform a song for an audition situation. Students will be introduced to a variety of repertoire in the Musical Theatre cannon and then asked to create, rehearse, and perform a 16-32 bar audition in front of their peers for critique using the Audition Rubric. After final rehearsal, a final in-class or public performance will be arranged for a performance grade. This process will take place at the beginning, mid-year point, and end-of-year for formative and summative assessment purposes.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

New Jersey Student Learning Standards:

- TH.9-12.1.4.12prof.Cr3a.** Use script analysis to inform choices impacting the believability and authenticity of a character.
- TH.9-12.1.4.12prof.Cr3b.** Practice devised or scripted theatre work using theatrical staging conventions.
- TH.9-12.1.4.12prof.Pr4a.** Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- TH.9-12.1.4.12prof.Pr5a.** Identify and explore different pacing options per character to better communicate the story in a theatre work.
- TH.9-12.1.4.12prof.Pr5b.** Explore and discover character choices using given circumstances in devised or scripted theatre work.
- TH.9-12.1.4.12prof.Re7b.** Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
- TH.9-12.1.4.12prof.Re8a.** Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- TH.9-12.1.4.12prof.Re9a.** Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
- TH.9-12.1.4.12prof.Re9b.** Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.

TH.9-12.1.4.12prof.Re9c. Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3. Identify transferable career skills and design alternate career plans.
- 9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards: Social & Emotional

- SEL.PK-12.1.2 -Recognize the impact of one's feelings and thoughts on one's own behavior.
- SEL.PK-12.1.3. Recognize one's personal traits, strengths and limitations.
- SEL.PK-12.1.4. Recognize the importance of self-confidence in handling daily tasks and challenges.
- SEL.PK-12.2.2. Recognize the skills needed to establish and achieve personal and educational goals.
- SEL.PK-12.2.3. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
- SEL.PK-12.3.1. Recognize and identify the thoughts, feelings and perspectives of others.
- SEL.PK-12.4.2. Identify the consequences associated with one's actions in order to make constructive choices.
- SEL.PK-12.5.2. Utilize positive communication and social skills to interact effectively with others.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that...

- The voice and body is an instrument that needs to be trained and maintained with great care.
- Performing carefully supervised warm-up and exercises on a daily basis is essential for acquisition of proper vocal technique.
- The voice and body of the performing artist requires specific and daily care.
- Music, text, and movement can evoke emotion in a performer and audience.

- In musical theatre, music heightens the text so that they work together in a harmonious relationship.
- Musical Theatre is a genre that combines the skills of acting, singing, and dancing.
- You must perform a choreographed dance with enthusiasm and execute with technique in an audition situation.
- The aim of all theatre is that it should be done and performed well.
- Performing artists are always looking for a path for self-improvement in terms of mastering their craft and homing in on their creative ritual.
- Students will develop an understanding of the important role that the school performing arts program has within the community.
- The audition process is specific for each production; however, there are some common procedures that all auditions do follow.

Unit Essential Questions:

- How do I utilize, identify and develop the different registers of my voice?
- How do I blend the breaks/changes between those registers?
- What is the characteristic tone for my voice part?
- How do I manipulate my instrument in order to develop a healthy tone?
- How do I keep my instrument in the best possible condition?
- What are the indicators and treatment/management of the unhealthy voice and body?
- How can music, text, movement evoke emotion?
- How does the text affect the performance of the music?
- What makes for a good performance?
- How can I improve upon the last performance?
- Where does our Performing Arts program fit into the Rahway community?
- What is the audition process?

Knowledge and Skills:

Students will know...

- To use their instrument to create a characteristic tone that is unique to them.
- When they're producing a healthy sound and how to maintain and support vocal health.
- How to perform by themselves in an audition situation from start to finish.
- How to shape their audition repertoire for an audition.
- The skills needed to successfully complete a professional audition.
- How our Performing Arts program fits into the Rahway Public Schools and Rahway community at large.
- The standard audition process.

Students will be able to...

- Develop an understanding of the proper use of their instrument in creating a characteristic tone.
- Develop an understanding of the proper maintenance of the healthy voice and body.

- Develop an understanding of the aesthetic meaning, focus, and literary tone of their audition repertoire.
- Perform a solo singing and group dance audition with professionalism.
- Perform for the Rahway Public Schools and Rahway community at large.
- Prepare for a standard Musical Theatre audition.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Discussion
- Warm-Up/Activity
- Quizzes/Tests
- Google Classroom Peer or Self Journal/Responses
- Rehearsal Assessment:
 - Quality of preparation for warm-up and/or rehearsal.
 - Following rehearsal classroom procedures effectively.
- Performance Assessments: *To include, but not limited to the following:*
 - Sight Singing Assessments
 - Choral Performances*
 - Show Choir*
 - Cabaret*
 - Small Musical*
 - Showcase*

***PERFORMANCES:** Performance is the product of the process. It is important for the high school performing arts program to be active and present within the local, surrounding and school community. Students will be assessed on both aspects of the process as well as the product of their work in public performance. These performance dates will be communicated in the syllabus and publicized on www.rahway.net and on www.wearerahwayarts.org.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in daily physical warm-ups.
- Actively participate in class vocal and acting exercises.
- Actively participate in any classroom discussions.

- Various media examples, including [YouTube.com](https://www.youtube.com) clips
- Students will complete the “Actor’s Homework” by reading their lyrics, inferring meaning, and re-writing their lyrics in their own words.
- Students will learn a choreographed dance combination to perform in groups as part of their in-class Audition.
- Students will create and prepare for an audition to be presented in front of the class.
- Students will “workshop” their audition for peer and teacher critique as a way to prepare for their in-class Audition.
- Students will self-tape their own performances and self-assess their work after watching through the use of Actor’s Journals in Google Classroom.
- Trips to Paper Mill Playhouse, NYC, Actors Connection, Montclair State University, etc.
- In-school master classes by approved industry professionals.

RESOURCES

Teacher Resources:

- ASC
- Rahway Theatre Monologue, Scene, & Play Database
- Technology Lab
- Lesson Plans
- <http://www.YouTube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education. Second edition.* New York: Oxford University Press. Reimer, B. (2002).
- *A Philosophy of Music Education. Third edition.* Englewood Cliffs, NJ: Prentice-Hall, Inc. Emmons, S & Chase, C. (2014).
- *Prescriptions for Choral Excellence.* 1st edition. New York: Oxford University Press.
- *Building Beautiful Voices (Warmups and Technique Exercises)*- Paul Newsheim and Weston Noble

Equipment Needed:

- MacBook
- iPads
- Projector
- Various Media
- Recording Software
- Piano Lab
- White Board
- Empty space
- Piano
- Keyboard
- Chromebook Cart

- Finale Notation Software
- Sound System
- Music Library
- Empty Stage
- Dance Room (Mirror)

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Song Interpretation

Target Course/Grade Level: Musical Theatre Grades 10-12

Unit Summary: Not only must a Musical Theatre performer sing a song, but they must act it; therefore, the song interpretation unit is paramount as part of the Musical Theatre curriculum. Students will be given the tools to break down the “text,” and find a way to connect to them through different acting techniques for one acting technique does not work for all. Different acting techniques/theories that will be introduced as part of the curriculum will be as follows*: Stanislavski Method, Meisner Technique, Uta Hagen, 12 Guideposts, & Michael Shurtleff’s *Audition*. *(These are subject to change depending on industry direction/trends and access to Professional Development.)*

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- MU.K-12.1.3C.12nov.Cr2a.** Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3C.12nov.Cr3a.** Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
- MU.K-12.1.3C.12nov.Cr3b.** Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
- MU.K-12.1.3C.12nov.Pr4b.** Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- MU.K-12.1.3C.12nov.Pr4c.** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3.** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3.** Identify transferable career skills and design alternate career plans.
- 9.3.12.AR-PRF.5.** Explain key issues affecting the creation of characters, acting skills and roles.
- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

SEL.PK-12.1.2 -Recognize the impact of one’s feelings and thoughts on one’s own behavior.

SEL.PK-12.1.3. Recognize one’s personal traits, strengths and limitations.

SEL.PK-12.1.4. Recognize the importance of self-confidence in handling daily tasks and challenges.

SEL.PK-12.2.2. Recognize the skills needed to establish and achieve personal and educational goals.

SEL.PK-12.2.3. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals.

SEL.PK-12.3.1. Recognize and identify the thoughts, feelings and perspectives of others.

SEL.PK-12.4.2. Identify the consequences associated with one’s actions in order to make constructive choices.

SEL.PK-12.5.2. Utilize positive communication and social skills to interact effectively with others.

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NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that...

- Actors read and analyze scripts and song lyrics as part of the actor’s process for developing a believable character.
- Acting exercises develop concentration, a connection to a partner, and access to emotions and sensory recall.
- Actors use a specific set of acting terms in modern acting technique.
- Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
- Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.

Unit Essential Questions:

- How can I connect to a character?
- How can I relate to my silent scene partner?

- How can I move an audience in a performance of a monologue or scene?
- How can I create a believable character?
- What are the essential elements of a good performance?
- What different acting techniques are available to me to create my own technique?

Knowledge and Skills:

Students will know how to...

- How to use actions and tactics to connect the events of a song to help them pursue an honest objective.
- How to combine their physical and vocal training to make sustainable character choices.
- How to use a song as a monologue and infer meaning.
- How to use theatre criticism and theories as a way to identify the elements of a good performance.
- Acting technique will help them to create believable behavior in a fictional situation; repetition yields freedom in performance.
- Acting terms for the development of their own modern acting technique.

Students will be able to...

- Perform and explore exercises and techniques to develop concentration, connect to a silent scene partner, and access emotions and sensory recall.
- Rehearse and perform a song with a fully developed character for the class.
- Understand the development of modern acting.
- Analyze a song and write a song interpretation and/or character analysis.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Discussion
- Warm-Up/Activity
- Quizzes/Tests
- Google Classroom Peer or Self Journal/Responses
- Rehearsal Assessment:
 - Quality of preparation for warm-up and/or rehearsal.
 - Following rehearsal classroom procedures effectively.
- Performance Assessments: *To include, but not limited to the following:*
 - Sight Singing Assessments
 - Choral Performances*

- Show Choir*
- Cabaret*
- Small Musical*
- Showcase*

***PERFORMANCES:** Performance is the product of the process. It is important for the high school performing arts program to be active and present within the local, surrounding and school community. Students will be assessed on both aspects of the process as well as the product of their work in public performance. These performance dates will be communicated in the syllabus and publicized on www.rahway.net and on www.wearerahwayarts.org.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in daily physical and vocal warm-ups
- Actively participate in any classroom discussions
- Quizzes/Tests
- Handouts or Worksheets as needed
- Google Classroom Peer or Self Journal/Responses
- Various media examples, including [YouTube.com](http://www.YouTube.com) clips
- Trips to Paper Mill Playhouse, NYC, Actors Connection, Montclair State University, etc.
- In-school master classes by approved industry professionals
- In class “workshop” sessions
- Rehearsal Assessments
- Performance Assessments

RESOURCES

Teacher Resources:

- ASC
- Rahway Theatre Monologue, Scene, & Play Database
- Technology Lab
- Lesson Plans
- <http://www.YouTube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education. Second edition.* New York: Oxford University Press. Reimer, B. (2002).
- *A Philosophy of Music Education. Third edition.* Englewood Cliffs, N]: Prentice-Hall, Inc. Emmons, S & Chase, C. (2014).
- *Prescriptions for Choral Excellence.* 1st edition. New York: Oxford University Press.

- *Building Beautiful Voices* (Warmups and Technique Exercises)- Paul Newsheim and Weston Noble

Equipment Needed:

- MacBook
- iPad
- Projector
- Various Media
- Recording Software
- Piano Lab
- White Board
- Empty space
- Piano
- Keyboard
- Chromebook Cart
- Finale Notation Software
- Sound System
- Music Library
- Empty Stage
- Dance Room (Mirror)

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Musical Theatre Ensemble Singing

Target Course/Grade Level: Musical Theatre Grades 10-12

Unit Summary: Ensemble singing is a core experience in Musical Theatre. In order to make music as an ensemble, the group must focus on the following: carefully supervised warm-ups and exercises, uniformity of vowels, blend of tone, and smooth transitions between the head and chest voice, and diction/articulation skills to be heard and understood in order to communicate clearly. These skills must be reinforced on a daily basis to help the singers become more independent singers and as a result, better ensemble singers as well.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

MU.9-12.1.3C.12prof.Cr2a. Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

MU.9-12.1.3C.12prof.Pr4c. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

MU.9-12.1.3C.12prof.Pr6a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

MU.9-12.1.3C.12prof.Pr6b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

Interdisciplinary Connections and Standards:

- SEL.PK-12.1.2** -Recognize the impact of one's feelings and thoughts on one's own behavior.
- SEL.PK-12.1.3.** Recognize one's personal traits, strengths and limitations.
- SEL.PK-12.1.4.** Recognize the importance of self-confidence in handling daily tasks and challenges.
- SEL.PK-12.2.2.** Recognize the skills needed to establish and achieve personal and educational goals.
- SEL.PK-12.2.3.** Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
- SEL.PK-12.3.1.** Recognize and identify the thoughts, feelings and perspectives of others.
- SEL.PK-12.4.2.** Identify the consequences associated with one's actions in order to make constructive choices.
- SEL.PK-12.5.2.** Utilize positive communication and social skills to interact effectively with others.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that...

- Performing carefully supervised warm-up and exercises on a daily basis is essential for acquisition of proper vocal, dance and acting technique.
- Making music together includes the uniformity of vowels, blend of tone, and smooth transition between head and chest voice within the ensemble.
- The voice and body is an instrument that needs to be trained and maintained with great care.
- You need good diction and articulation skills to be heard and understood in order to communicate clearly, even when singing.

Unit Essential Questions:

- How do I utilize, identify, and develop the different registers of my voice?
- How do I blend the breaks/changes between those registers?
- How do I manipulate my instrument in order to develop a healthy tone?
- How do I keep my instrument in the best possible condition?
- What are the indicators and treatment/management of the unhealthy voice and body?
- Why is diction and articulation so important?
- How is singing as an ensemble different from singing solo?

- How does alignment, breath, resonance, placement, and articulation work together to produce a healthy and supported sound?

Knowledge and Skills:

Students will know...

- That proper body alignment, breath support and posture in both sitting and standing performance positions will help to develop a forward, clear head voice with proper vocal range.
- How to maintain vocal health through healthy habits.
- How to blend the breaks/changes between the registers in the voice.
- The ability to perform with others in small and large ensembles.
- The five basic singing vowels and diphthongs seen in choral/musical theatre literature through the use of the International Phonetic Alphabet (IPA) .
- That there are brighter and darker tones in the voice depending on the register.
- The importance of performing with clear diction and articulation.

Students will be able to...

- Develop an understanding of the four basics of vocal production, posture, breathing, phonation and placement, and listening.
- Develop an understanding of the proper maintenance of the healthy voice and body.
- Identify and develop the different registers of their voice.
- Recognize proper body alignment, breath support and posture in both sitting and standing performance positions to develop a forward, clear head voice.
- Develop uniformity of vowels, blend of tone, and smooth transition between head and chest voice within the ensemble.
- Demonstrate a proper use of vocal diction, including properly singing the five basic singing vowels in the International Phonetic Alphabet (IPA) and properly place consonants and diphthongs.
- Modify vowel placement to change tone (bright to dark) and how to accommodate vowels in extreme upper vocal register.
- Develop how to create pure vowel sounds and perform with technique for uniform consonant placement.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Discussion
- Warm-Up/Activity

- Quizzes/Tests
- Google Classroom Peer or Self Journal/Responses
- Rehearsal Assessment:
 - Quality of preparation for warm-up and/or rehearsal.
 - Following rehearsal classroom procedures effectively.
- Performance Assessments: *To include, but not limited to the following:*
 - Sight Singing Assessments
 - Choral Performances*
 - Show Choir*
 - Cabaret*
 - Small Musical*
 - Showcase*

***PERFORMANCES:** Performance is the product of the process. It is important for the high school performing arts program to be active and present within the local, surrounding and school community. Students will be assessed on both aspects of the process as well as the product of their work in public performance. These performance dates will be communicated in the syllabus and publicized on www.rahway.net and on www.wearerahwayarts.org.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in daily physical and vocal warm-ups
- Actively participate in any classroom discussions
- Quizzes/Tests
- Handouts or Worksheets as needed
- Google Classroom Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Trips to Paper Mill Playhouse, NYC, Actors Connection, Montclair State University, etc.
- In-school master classes by approved industry professionals
- In class “workshop” sessions
- Rehearsal Assessments
- Performance Assessments

RESOURCES

Teacher Resources:

- ASC
- Rahway Theatre Monologue, Scene, & Play Database
- Technology Lab
- Lesson Plans

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- *Prescriptions for Choral Excellence.* 1st edition. New York: Oxford University Press.
- *Building Beautiful Voices (Warmups and Technique Exercises)*- Paul Newsheim and Weston Noble

Equipment Needed:

- MacBook
- iPad
- Projector
- Various Media
- Recording Software
- Piano Lab
- White Board
- Empty space
- Piano
- Keyboard
- Chromebook Cart
- Finale Notation Software
- Sound System
- Music Library
- Empty Stage
- Dance Room (Mirror)

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Musical Theatre Dance

Target Course/Grade Level: Musical Theatre Grades 10-12

Unit Summary: In order to be a “triple threat” in the Musical Theatre industry, the performer must not only be a dynamic actor and singer, but also an equally talented dancer. This unit is designed to guide students towards independence in technical proficiency in learning and executing choreography as an individual and group as well as strengthening their individual performance abilities as they strive to tell a story through movement.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- DA.9-12.1.1.12acc.Cr2a.** Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
- DA.9-12.1.1.12acc.Cr3a** -Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
- DA.9-12.1.1.12acc.Pr4a.** Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
- DA.9-12.1.1.12acc.Pr4b.** Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
- DA.9-12.1.1.12acc.Pr4c.** Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
- DA.9-12.1.1.12acc.Pr5e.** Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
- DA.9-12.1.1.12acc.Pr6b.** Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
- DA.9-12.1.1.12acc.Pr6c.** Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model

performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.

DA.9-12.1.1.812acc.Pr6d. Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.

Career Readiness, Life Literacies, and Key Skills: 21st Century Life And Careers

9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.12.C.3. Identify transferable career skills and design alternate career plans.

9.3.12.AR.1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

Interdisciplinary Connections and Standards: Comprehensive Health and Physical Education

HE.9-12.2.2.12.MSC.1 Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).

HE.9-12.2.2.12.MSC.2 Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

HE.9-12.2.2.12.MSC.3 Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

HE.9-12.2.2.12.MSC.4 Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler, but still accurate terms.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Unit Understandings:

Students will understand that...

- Dance is an integral part of Musical Theatre.
- Proper repetition of body mechanics will lead to dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement.

- Dancers need to understand how to manipulate aspects of time, space, and energy in order to be an effective storyteller through movement.

Unit Essential Questions:

- Why is dance a major part of Musical Theatre?
- How can I get better as a dancer?
- What are the qualities of an effective dancer?

Knowledge and Skills:

Students will know...

- How dance can be used to elevate a moment when words and music are not enough to express it.
- Through proper repetition, i.e., class, they will see improvement in the areas of technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement.
- How to be an effective storyteller through movement through the manipulation of time, space, and energy.

Students will be able to...

- Use dance to elevate a moment when words and music are not enough to express it.
- Improve in the areas of technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement by taking class.
- Become an effective storyteller through the manipulation of time, space, and energy through movement.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Discussion
- Warm-Up/Activity
- Google Classroom Peer or Self Journal/Responses
- Rehearsal Assessment:
 - Quality of preparation for warm-up and/or rehearsal.
 - Following rehearsal classroom procedures effectively.
- Performance Assessments: *To include, but not limited to the following:*
 - In-class Audition: Song Interpretation
 - In-class Audition: Dance Audition

- o Cabaret*
- o Small Musical*
- o Showcase*

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Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in daily physical and vocal warm-ups
- Actively participate in any classroom discussions
- Quizzes/Tests
- Handouts or Worksheets as needed
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Equipment Needed:

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- Empty space
- Piano
- Keyboard
- Chromebook Cart
- Finale Notation Software
- Sound System
- Music Library
- Empty Stage
- Dance Room (Mirror)

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Musical Theatre Scene Study

Target Course/Grade Level: Musical Theatre Grades 10-12

Unit Summary: The ability to transition from scene into song is a major skill set that the Musical Theatre performer must master in order to be successful. In this unit, students will be cast in a scene/song from the traditional Musical Theatre repertoire where they will be working either solo, or as a duet/trio on preparing a scene for an in-class or public performance. After learning the music, the students will learn character acquisition skills through play and scene analysis. Students will then begin the rehearsal process where they will be responsible to “block” their scene using their knowledge of staging and movement techniques from previous units of study. A “workshop” period in class will be given where students will have the chance to peer critique and make necessary edits as needed. After final rehearsal, a final in-class or public performance will be arranged for a performance grade.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- TH.9-12.1.4.12adv.Cr1c.** Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.
- TH.9-12.1.4.12adv.Cr2a.** Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- TH.9-12.1.4.12adv.Cr3a.** Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.
- TH.9-12.1.4.12adv.Cr3b.** Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
- TH.9-12.1.4.12adv.Pr4a.** Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
- TH.9-12.1.4.12adv.Pr5b.** Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
- TH.9-12.1.4.12adv.Pr6a.** Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
- TH.9-12.1.4.12adv.Re8b.** Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3. Identify transferable career skills and design alternate career plans.
- 9.3.12.AR.1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR.6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR-PRF.5. Explain key issues affecting the creation of characters, acting skills and roles.

Interdisciplinary Connections and Standards:

- SEL.PK-12.1.2 -Recognize the impact of one's feelings and thoughts on one's own behavior.
- SEL.PK-12.1.3. Recognize one's personal traits, strengths and limitations.
- SEL.PK-12.1.4. Recognize the importance of self-confidence in handling daily tasks and challenges.
- SEL.PK-12.2.2. Recognize the skills needed to establish and achieve personal and educational goals.
- SEL.PK-12.2.3. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
- SEL.PK-12.3.1. Recognize and identify the thoughts, feelings and perspectives of others.
- SEL.PK-12.4.2. Identify the consequences associated with one's actions in order to make constructive choices.
- SEL.PK-12.5.2. Utilize positive communication and social skills to interact effectively with others.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that...

- Actors read and analyze scripts and song lyrics as part of the actor's process for developing a believable character.
- Acting exercises develop concentration, a connection to a partner, and access to emotions and sensory recall.

- Actors use a specific set of acting terms in modern acting technique.
- Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
- Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.

Unit Essential Questions:

- How can I connect to a character?
- How can I relate to my scene partner?
- How can I move an audience in a performance of a monologue or scene?
- How can I create a believable character?
- What are the essential elements of a good performance?
- What different acting techniques are available to me to create my own technique?

Knowledge and Skills:

Students will know...

- How to use actions and tactics to connect the events of a song to help them pursue an honest objective.
- How to combine their physical and vocal training to make sustainable character choices.
- How to use a song as a monologue and infer meaning.
- How to use theatre criticism and theories as a way to identify the elements of a good performance.
- Acting technique will help them to create believable behavior in a fictional situation; repetition yields freedom in performance.
- Acting terms for the development of their own modern acting technique.

Students will be able to...

- Perform and explore exercises and techniques to develop concentration, connect to their scene partner, and access emotions and sensory recall.
- Rehearse and perform a song with a fully developed character for the class.
- Understand the development of modern acting.
- Analyze a song and write a song interpretation and/or character analysis.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Discussion

- Warm-Up/Activity
- Google Classroom Peer or Self Journal/Responses
- Rehearsal Assessment:
 - Quality of preparation for warm-up and/or rehearsal.
 - Following rehearsal classroom procedures effectively.
- Performance Assessments: *To include, but not limited to the following:*
 - In-class Audition: Song Interpretation
 - In-class Audition: Dance Audition
 - Cabaret*
 - Small Musical*
 - Showcase*

***PERFORMANCES:** Performance is the product of the process. It is important for the high school performing arts program to be active and present within the local, surrounding and school community. Students will be assessed on both aspects of the process as well as the product of their work in public performance. These performance dates will be communicated in the syllabus and publicized on www.rahway.net and on www.wearerahwayarts.org.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in daily physical and vocal warm-ups
- Actively participate in any classroom discussions
- Quizzes/Tests
- Handouts or Worksheets as needed
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- Various media examples, including [YouTube.com](https://www.youtube.com) clips
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RESOURCES

Teacher Resources:

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Equipment Needed:

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- Projector
- Various Media
- Recording Software
- Piano Lab
- White Board
- Empty space
- Piano
- Keyboard
- Chromebook Cart
- Finale Notation Software
- Sound System
- Music Library
- Empty Stage
- Dance Room (Mirror)

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Musical Theatre Play Production

Target Course/Grade Level: Musical Theatre Grades 10-12

Unit Summary: Musical Theatre play production is at the heart of the Musical Theatre course as it is the way in which students are ultimately able to showcase their skills learned throughout the year and serves as a summative assessment of their learning. At the discretion of the directors, one or two shows will be chosen in any given year to be produced on the Rahway High School main stage. The production will rehearse each day during the class period with a limited extracurricular schedule for tech rehearsals as the show week approaches. A detailed “tech-week” schedule will be given out as part of the syllabus and listed on www.rahway.net and www.wearerahwayarts.org. Students are expected to attend any and all rehearsals as part of this course.

Approximate Length of Unit: 16 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- TH.9-12.1.4.12acc.Cr2b.** Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- TH.9-12.1.4.12acc.Cr3a.** Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
- TH.9-12.1.4.12acc.Cr3b.** Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
- TH.9-12.1.4.12acc.Cr3c.** Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
- TH.9-12.1.4.12acc.Pr6a.** Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
- MU.9-12.1.3C.12adv.Pr5a.** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- MU.9-12.1.3C.12adv.Pr6a.** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- MU.9-12.1.3C.12adv.Pr6b.** Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.

- DA.9-12.1.1.12adv.Pr6b.** Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence.
- DA.9-12.1.1.12adv.Pr6c.** Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.
- DA.9-12.1.1.12adv.Re7b.** Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology.
- DA.9-12.1.1.12adv.Cn11a.** Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3.** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3.** Identify transferable career skills and design alternate career plans.
- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards: 9.3 Career and Technical Education

- 9.3.MK.1** Describe the impact of economics, economics systems and entrepreneurship on marketing.
- 9.3.MK.2** Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.MK.3** Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 9.3.MK.4** Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- 9.3.MK.5** Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
- 9.3.MK.9** Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.MK.10** Use marketing strategies and processes to determine and meet client needs and wants.
- 9.3.MK-MER.7** Communicate information about retail products, services, images and/or ideas.
- 9.3.MK-MER.8** Create and manage merchandising activities that provide for client needs and wants.

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NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that...

- Performing in a Musical requires the Musical Theatre performer to be a “triple threat;” meaning, an equally skilled actor, singer, and dancer.
- The success of a Musical relies upon the strength of our combined efforts; we are only as strong as our weakest link.
- Marketing a Musical requires a business strategy akin to any corporation. Theatre is a business.

Unit Essential Questions:

- How can I become a better actor, singer, and dancer?
- How can I become a better member of my team?
- How can we publicize our Musical so that we reach more people in the community?

Knowledge and Skills:

Students will know...

- How to create a ritual of rehearsal techniques and practices that will reinforce their personal and career preparation goals that align with their ten year plans.
- How to serve the needs of the group to ensure group success through active peer leadership and mediation.
- That theatre is a business that employs 20% of the global job market.

Students will be able to...

- Have a warm-up and rehearsal process by which they can become better actors, singers, and dancers.
- Lead and follow at appropriate times through effective student leadership and mediation techniques.
- Research and develop marketing techniques that will lead to an increase in ticket sales through a student led Social Media campaign.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Discussion
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- Dance Room (Mirror)

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Musical Theatre History

Target Course/Grade Level: Musical Theatre, 10. 12

Unit Summary: Like Jazz, Musical Theatre is a unique American genre that encompasses a wide historical background; from vaudeville to *Hamilton*, a lot has shaped the great American Musical. In this unit students will be exposed to the vast repertoire that exists in the cannon of Musical Theatre and will explore the many different contributions of different actors, writers, composers, and more

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- TH.9-12.1.4.12adv.Cr1a.** Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
- TH.9-12.1.4.12adv.Re7a.** Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
- TH.9-12.1.4.12adv.Re7b.** Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
- TH.9-12.1.4.12adv.Re8a** -Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
- TH.9-12.1.4.12adv.Re9a.** Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
- TH.9-12.1.4.12adv.Re9b.** Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
- TH.9-12.1.4.12adv.Re9c** -Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3.** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3.** Identify transferable career skills and design alternate career plans.
- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards: Social Studies

SOC.6.1.12.HistoryCA.2.a. Research multiple perspectives to explain the struggle to create an American identity.

SOC.6.1.12.CivicsDP.3.c. [*Performance Expectation*]. Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

SOC.6.1.12.GeoSV.3.a. [*Performance Expectation*]. Evaluate the impact of Western settlement on the expansion of United States political boundaries.

SOC.6.1.12.HistoryCC.3.a. [*Performance Expectation*]. Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- The future of Musical Theatre lies in the past; we need to study the theatre rituals of the past to learn the trends of the future.
- The arts are a reflection of society; artists create works of art as a response to the social, historical, and political impact of culture of their day.
- In order to have informed personal responses to works of arts, students need to have exposure to a wide variety of artworks across the four arts disciplines, especially the historical works in the canon of musical theatre.

Unit Essential Questions:

- From what popular art did Musical Theatre derive from?
- How did Musical Theatre become popular?
- What was the first Musical Theatre production?
- Who were the first major contributors to Musical Theatre?
- What is the “canon” of Musical Theatre?
- Why is it important to study historical trends in Musical Theatre?
- Why do artists create works of art?

Knowledge and Skills:

Students will know...

- How Musical Theatre came from the tradition of American Vaudeville and Africanist traditions.
- That Musical Theatre became popular from the contributions and combination of Operetta, Minstrelsy, Burlesque, Jazz, and the rise of the great American songbook.
- *The Black Crook* is credited as the first musical; however, *ShowBoat* is the first popular mainstream musical and *Shuffle Along of 1921* is the first ever all black musical.
- The cannon of Musical Theatre contains all of the Musicals that have ever been written and it is constantly in need of updating to reflect contemporary morals, views and ideas.
- That by studying the theatre rituals of the past, we will learn the trends of the future.
- That artists create art as a response to the world around them.

Students will be able to...

- Identify the major contributions of prolific African American artists like Aida Overton Walker, Bert Williams & George Walker.
- Note the lack of representation of all human experience on the Broadway stage and identify ways to remedy that issue.
- Identify the elements of Vaudeville and some of its major players.
- Chart the historical progression of early American stage performance, including the rise of Minstrelsy, Operetta, Burlesque, Jazz, and eventually Musical Theatre.
- Identify and classify musicals of different historical eras by composer and lyricist.
- Infer as to why certain prolific writers and composers wrote their musicals.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Discussion
- Warm-Up/Activity
- Google Classroom Peer or Self Journal/Responses
- Rehearsal Assessment:
 - Quality of preparation for warm-up and/or rehearsal.
 - Following rehearsal classroom procedures effectively.
- Performance Assessments: *To include, but not limited to the following:*
 - In-class Audition: Song Interpretation
 - In-class Audition: Dance Audition

- o Cabaret*
- o Small Musical*
- o Showcase*

***PERFORMANCES:** Performance is the product of the process. It is important for the high school performing arts program to be active and present within the local, surrounding and school community. Students will be assessed on both aspects of the process as well as the product of their work in public performance. These performance dates will be communicated in the syllabus and publicized on www.rahway.net and on www.wearerahwayarts.org.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in daily physical and vocal warm-ups
- Actively participate in any classroom discussions
- Quizzes/Tests
- Handouts or Worksheets as needed
- Google Classroom Peer or Self Journal/Responses
- Various media examples, including [YouTube.com](http://www.YouTube.com) clips
- Trips to Paper Mill Playhouse, NYC, Actors Connection, Montclair State University, etc.
- In-school master classes by approved industry professionals
- In class “workshop” sessions
- Rehearsal Assessments
- Performance Assessments
-

RESOURCES

Teacher Resources:

- ASC
- Rahway Theatre Monologue, Scene, & Play Database
- Technology Lab
- Lesson Plans
- <http://www.YouTube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education. Second edition.* New York: Oxford University Press. Reimer, B. (2002).
- *A Philosophy of Music Education. Third edition.* Englewood Cliffs, NJ: Prentice-Hall, Inc. Emmons, S & Chase, C. (2014).
- *Prescriptions for Choral Excellence.* 1st edition. New York: Oxford University Press.
- *Building Beautiful Voices (Warmups and Technique Exercises)-* Paul Newsheim and Weston Noble

Equipment Needed:

- MacBook
- iPad
- Projector
- Various Media
- Recording Software
- Piano Lab
- White Board
- Empty space
- Piano
- Keyboard
- Chromebook Cart
- Finale Notation Software
- Sound System
- Music Library
- Empty Stage
- Dance Room (Mirror)