

Musical Theatre II

Course Compendium

UNITS OF STUDY*

Unit 1- *Creating Acting Skills: Theatre Games & Improv*

Unit 2- *Development of Acting Skills*

Unit 3- *Developing Audition Skills*

Unit 4- *Monologues: Method Acting*

Unit 5- *Scene Development*

Unit 6- *Developing a Character*

Unit 7- *Producing a Musical*

Unit 8- *Creating Scenes: Building Skills*

Unit 9- *Scene Study and Performance*

Unit 10- *Final Performance Project*

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

Musical Theatre II

Credits: 5

Prerequisite: Musical Theatre 1

Grades: 10, 11, 12

This course fulfills the visual and performing arts graduation requirement

This course continues the student exposure to the American Musical theatre repertoire with a concentration on the continued development of acting fundamentals, vocal technique, monologues and scene study, audition techniques, stage production, ensemble and solo singing, movement for musical theater, and the history of musical theater. The students have the opportunity to experience musical and theatrical performance and develop an appreciation for musical theater. Scripts and vocal material are provided.

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

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.4 Demonstrate knowledge of music theory.

Technology

8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade 9-12 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Preassess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p>

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	<p>supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p>National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms</p>	<p>Students with 504 Plan</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
At Risk Learners / Differentiation Strategies		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>

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