Unit 09: Musical Theatre

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 30**
Length: **5 weeks**
Status: **Published**

Unit Overview

In this unit, students will explore the art of the making of musical theatre. Students will learn about the creation and its arrival on Broadway. Students will discuss its impact and style. Students will discuss some of the most famous collaborations and creators, as well as, many famous actors of musical theatre.

Standards

VPA.1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
VPA.1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.

Essential Questions

- How does music influence storytelling in a musical?
- What happens when artists and audience share a live theatre experience?

Application of Knowledge: Students will know that...

- early musicals were based on spectacle
- musicals can be adapted from many different sources: books, life, news, movies, music
- musicals can sample music directly from other cultures or take elements and modify them to an American style
- Oklahoma was an important musical to theatre as it was the first to integrate plot, dance, and music

Application of Skills: Students will be able to...

- analyze how music advances plot
- analyze various types of musical plot
- compare and contrast real events and theatrical ones
- identify historical elements in musicals

Assessments

- Written test on early musicals
- Oral presentation on one famous musical
- Creation of a new soundtrack for a musical based on a Grimm Fairy Tale
- Performance of a short scripted piece of a musical
- Information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment.

Suggested Activities

- View clips of Broadway musicals from early to modern
- Discuss musicals that are based on actual events of the day
- Create/execute a musical theatre survey
- Create a musical based on a fairy tale
- Rehearsal of performance pieces
- Trace a timeline of musical theatre history and discuss important dates and events with class

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:

- Work with Theatre buddy on performance pieces
- Make copies of all notes for students
- Instead of essay/presentation allow to create a poster or power point

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: plot, fairy tale, musical, historical

Differentiation to extend learning for gifted students may include:

- Read original short story of which a musical was based on
- Report on Sondheim's influence on theatre today
- Write an original song/lyric for a new musical

Integrated/Cross-Disciplinary Instruction

Performing Arts can work with Music to create a song for a new musical they write in class

Resources

Everything About Theatre!, by Robert L. Lee

The Curtain Rises Volume II: History of European Theatre from the Eighteenth Century to the Present, by Paula Gaj Sitarz

broadwaymusicalshome.com

Teacher generated handouts/worksheets

Various Broadway DVD's

21st Century Skills

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.