Unit 07: History of Broadway and the American Theatre Wing

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 18**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore how Broadway came to be. Students will understand the impact of the role of Broadway and how we have influenced other areas to have their own "version". Students will learn about The American Theatre Wing and how the Tony's were created.

Standards

VPA.1.1.8.C.CS4	A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
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.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
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.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

Essential Questions

- How did Broadway develop?
- How does theatre influence lives?

Application of Knowledge: Students will know that...

- history of the American Theatre wing and its beginnings in the 1800's
- other areas of the world that compare to Broadway NYC are; London, Paris, Italy, Japan
- the map of Broadway stages includes; Marriott, Music Box, Lyceum, Amsterdam, Richard Rogers, Schubert, Hirschfeld, Broadhurst

- the theatre District was developed in 1836
- the Tony's were named after Mary Antoinette Perry who was an actress, director, and co-founder of the American Theatre Wing

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

- identify key people involved with the Theatre District's renovation
- identify major Broadway theatres
- identify sections of Broadway and Theatre Districts on maps
- recognize and define a Tony Award
- trace a timeline of the development of the Broadway Stage

Assessments

- Written Quiz on the development of Broadway
- Theatre District map
- Tony Award Project- (Create Tony and New Catagory)

Suggested Activities

- Create a timeline of Broadway with the class
- Create classroom Tony Awards with descriptions and rationale for selection of the recipient
- View excerpts from the Tony Awards
- Identify Broadway stages on theatre maps
- Teacher lead discussion on importance of live theatre

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 Map Project
    - Reduce size of Tony Project

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: theatre district, Tony Award

Differentiation to extend learning for gifted students may include:

- Inventing own Broadway theatre and naming it on Theatre District Map. Incorporation of engineering in designing a theater and researching and taking into consideration concepts such as acoustics and sound proofing.

Integrated/Cross-Disciplinary Instruction

Performing Arts can work with Music and Art on Tony Project intergrating all of the Arts Classes

Resources

spotlightbroadway.com

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

TonyAwards.com

Teacher generated handouts/worksheets

21st Century Skills

CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
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.