8 Theatre - The American Musical

Content Area: **Visual & Performing Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **9 Days**
Status: **Published**

Unit Overview

In this unit, students will explore the American Musical.

Students will:

-- learn the history of the development of the American Musical, a true American artform;

-- learn about the worldwide contributions to the American Musical, from various cultures (including, but not limited to: African culture, AAPI contributions, etc.)

-- view and analyze the story components of a musical (including plot, characters, relationships, theme);

-- discuss how the theme includes global issues and issues of inclusion;

-- view and analyze the staging and production choices of the musical's creative team;

-- analyze characters and character relationships in the story, and the character choices made by actors;

-- write a critique of the performance from the student's own personal view, focusing on the production values and choices made by the production team and actors.

Students will also:

-- discuss various careers available within the theatre community, ranging from creative artists (actors, directors, writers, choreographers, lighting designer, set designer, costume designer), to supportive roles (crews that execute the technical aspects of the production, to house crew manager and members, public relations, etc.)

Students will also:

-- learn the history of, and participate in Tap Dancing, and integral part of much of the American Musical. Students will learn important contributors to the art form of Tap Dance, and will learn and perform various Tap steps, to combine them into a short Tap performance.

As stated in the NJ Student Learning Standards our mission is “To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them

to become active, contributing members of a global society."

Standards

THEATRE

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Theatre artists rely on intuition, curiosity and critical inquiry.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Practices: Imagine, Envision

Performance Expectations:

● 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.

● 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question: How, when, and why do theatre artists' choices change?

Practices: Plan, Construct

Performance Expectations:

● 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

Performing

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: Theatre artists make choices to convey meaning.

Essential Question: How do theatre artists use tools and techniques to communicate ideas and feelings?

Practices: Establish, Analyze

Performance Expectations:

● 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

● 1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Practices: Examine, Discern

Performance Expectations:

● 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.

● 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

Practice: Interpret

Performance Expectations:

● 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical

work.

● 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.

● 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Practice: Critique

Performance Expectations:

● 1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work

● 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.

● 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

Connecting

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Enduring Understanding: As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Practices: Affect, Expand

Performance Expectations:

● 1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

DANCE

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Practice: Explore

Performance Expectations:

● 1.1.8.Cr1b: Explore various movement genres though the elements of dance. Identify and select personal preferences to create an original dance study.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Practice: Revise

Performance Expectations:

● 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.

Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Space, time and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Practice: Express

Performance Expectations:

● 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body

in space.

● 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.

● 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

Essential Question: How is the body used as an instrument for technical and artistic expression?

Practices: Embody, Execute

Performance Expectations:

● 1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.

● 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.

● 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space.

● 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).

● 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Practice: Analyze

Performance Expectations:

● 1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how

they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology. Anchor

Standard 8: Interpreting intent and meaning.

Enduring Understanding: Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

Practice: Interpret

Performance Expectations:

● 1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles and cultures.

Essential Question: What criteria are used to evaluate dance?

Practice: Critique

Performance Expectations:

● 1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge and events around us?

Practice: Synthesize

Performance Expectations:

● 1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation.

Consider how personal background and experiences influence responses to dance works.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Questions: How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Practice: Relate

Performance Expectations:

● 1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

Materials

Core Materials:

- Art Educators of New Jersey
- Arts Administrators of New Jersey
- Art Museum Websites
- National Art Educators Association

Supplemental Materials:

- https://selarts.org/
- J. Paul Getty Museum | Getty
- Kennedy Center Education (kennedy-center.org)
- https://www.nationalartsstandards.org/
- theartofeducation.edu

Technology

Nature of Technology

8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.

8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.

8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., recordings) versus keeping information private and secure.

Global Awareness

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Exit Tickets
- Peer Assessment
- Self-Assessment

Summative Assessment

- Rubrics
- Portfolio of Projects
- Peer Assessment
- Self-Assessment

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In-class support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In-class support with special assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- In class/ support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe

At-risk of Failure

- Extra time during the intervention period
- In-class/pull-out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit the number of questions
- Scribe

Gifted & Talented

- Independent projects
- STEAM Projects
- Leveled Reading with Newsela

Interdisciplinary Connections

Connections to NJSLS - English Language Arts

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)

Connections to NJSLS - Mathematics

- MP.2 Reason abstractly and quantitatively. (2-PS1-2)
- MP.4 Model with mathematics. (2-PS1-1), (2-PS1-2)
- MP.5 Use appropriate tools strategically. (2-PS1-2)

Connections to NJSLS - Science

- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

Connections to NJSLS - Social Studies

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Climate Change: Technology - Effects on the Natural World

- • 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- • 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- • 8.2.2.ETW.3: Describe or model the system used for recycling technology.

- • 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global.

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

DEI

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

GRADE 7-8 ONLY LGBT and Disabilities Law:

N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

• 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

• 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.