MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY

Williamstown High School

Musical/Theatre American Popular Song

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Monroe Township Public Schools
Williamstown, New Jersey

Philosophy of Education

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parent and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners. We accept the challenge and responsibility of accomplishing these goals.

Revised: August, 1996

Williamstown High School
Williamstown, New Jersey

Mission Statement

Williamstown High School provides an atmosphere where our students become responsible, productive citizens, and life-long learners.

BELIEFS

Students are responsible for their education and are accountable for their actions and decisions.

Students and staff respect all people regardless of race, color, creed, religion, gender, and sexual orientation.

Students, regardless of learning styles and abilities, need to be challenged and inspired in order to achieve their full potential.

Students and staff are provided a safe and supportive environment in which they can pursue their educational goals.

High expectations are communicated to the students from all members of the school's community.

Effective education is a student, staff, and community partnership, which prepares students for the future in a technologically changing society.

High school personnel serve as catalysts for academic and personal success for all students.

Revised: 2004

The Visual and Performing Arts

Philosophy

The Visual and Performing Arts Department is committed to teaching all students what they need for development of their talents in the areas of art, music and theatre arts. Students should be able to take courses, which enable them to unlock their creative abilities, and then enable them to perform and create in their areas of interest. It is the goal of this department to foster ideals which permit the student to become more artistically self aware through the development of the student's creative abilities, and become more self-assured through the performance process.

Through these basic goals, it is our hope that each student will become more creative in their chosen field of endeavor, and develop into a more self-confident individual, We hope that each student develops an appreciation for the arts and how they can enrich their life and make the a more knowledgeable individual.

Through the course of a student's Visual and Performing Arts education, the student should be able to justify its connection to other subjects and the needs of the society. This realization will serve to enrich the student's abilities and make them a more marketable commodity.

COURSE ORGANIZATION

Musical/Theatre American Popular Song

LENGTH OF TIME:	**Full Year**
NUMBER OF PERIODS PER WEEK:	**5**
NUMBER OF CREDITS:	**5.00**
PREREQUISITES:	**None**
REQUIRED:	**Elective**
RANK:	**Non-Weighted**

Pursuant to the High School Graduations Standards Act (NJSA 18A:7, ET. Seq.) successful completion of this course will require:
   A. Regular attendance as mandated by Board Policy
   B. Mastery of the below listed content/objective and achievement of the proficiencies required

PURPOSE STATEMENT

This elective course is designed to give students an in-depth introduction to Musical Theatre and American Popular Song. This course is structured as a workshop where students create characters through song with an emphasis on the actor-singer. In order to understand the role of the actor-singer, students must discover the common elements and properties of musical theatre. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc. are the ingredients from which works of art are made.

SW demonstrate and understanding of technology, methods, materials, and creative processes commonly used in the Musical Theatre.

Through this course students will rethink their personal experience with the genre of musical theatre by (1) expanding their knowledge of specific aspects of the genre of musical theatre; (2) exploring various ways segments of musicals can be interrelated to build a production; (3) become acquainted with key composers, choreographers, lyricists, and book authors associated with the development of musical theatre; (4) become acquainted with "Broadway" as a vital force in American culture; (5) build a frame of reference in which to embed the world of story, engage with it, process images and themes to become a powerful source of creative ideas and effective criticism.

PROFICIENCIES

1. Analyze a song for content, reflecting on theme and character motivation
2. Understand the process and production facets of character design
3. Musicianship
4. Understand and develop relationships between history and musical/theatre
5. Use space and movement imaginatively with a sense of purpose
6. Demonstrate a proficiency in the art of auditioning
7. Assume the role of costume designer, demonstrating an understanding of character and context
8. Evaluate multiple art forms and texts using appropriate aesthetic/cultural philosophies
9. Understand the musical theatre as an aesthetic form

CAREER/OBJECTIVES

Actor, teacher, teaching artist, composer, dresser, costume designer, musician, music copyist, choreographer, stage manager, singer, director, conductor.

ASSESSMENT OF STUDENT ACHIEVEMENT

Group participation, engagement in material, scene work, preparation, projects and presentations, assigned evaluations, student teaching, and portfolio.

Musical Theatre/American Popular Song

- Warm-ups
    a) Vocalization
    b) Voice and diction
    c) Breath support and control

- Song Styling's:
    a) Ballads
    b) Blues
    c) Big Band
    d) Up-Tempo
    e) Patter Song
    f) Showstopper
    g) Contemporary
    h) Character

- Song Interpretation
    a) Extending the Narrative

- Scene work

- Theatrical terms

- Research

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic #1 Student will demonstrate knowledge of: analyze a song for content, reflecting on theme and character motivation

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.1.8.C.1-3	1.1 Students will analyze the significance of the lyric within the context of the scene	2,3,4,5,9,11	8,9,10,12,13	1,5
1.1.8.C.1-3	1.2 Students will analyze the significance of the lyric outside the context of the scene	2,3,4,5,9,11	8,9,10,12,13	1,2,5,7
1.1.8.C.1-3	1.3 Students will understand the role of *The Song* as an extension of the narrative	2,4,5,9	8,9,12,13	1,5
1.1.8.C.1-3	1.4 Students will understand the Words as a script	2,4,5,6,8,9,13	8,9,10,12,13,14	1,5
1.1.8.C.1-3	1.4 Students will understand the *subjective, objective, narrative, and instructive* categories of lyrics	2,8,9	2,9,12,13	1,2,5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 Student will demonstrate knowledge of: <u>understand the process and production facets of character design</u>

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.8.C.2 1.3.12.C.1	2.1 To participate in a teacher-selected scene from one of the compositions that demonstrates the creative development of a character	1,2,3,4,5,6,8,9,11,13		3,8,9,10,12,13,14		5
1.3.8.C.2 1.3.12.C.1	2.2 To incorporate movement, use of space, and application of voice in character development	2,3,4,5,6,9,10,13		9,10,12,13		4,5
1.1.12.C.2	2.3 To engage in historical/cultural research to facilitate awareness of the complexity of character design	1,2,3,5,6,8,11,13		2,14		1,5,6
1.1.12.C.2	2.4 Students will demonstrate technique of creating seamless transitions from scene to song	2,8,9,11,13		12,13,14		5
1.1.12.C.2	2.5 Students will utilize proper technique of extending the narrative through movement	2,3,5,8,9		12,13		5
1.1.12.C.2, 3	2.6 Students will understand purposeful physical movement as it applies to character study with the context of a song	3,6,8,9,13		9,10,12,13,14		1,4,5
1.1.12.C.2, 3	2.7 Students will prepare a scene demonstrating the effective use of Physical Action in developing characterization	2,6,8,9,10		9,10,12,13		5
1.1.12.C.2, 3	2.8 Students will understand the intricacies of casting decisions and demonstrate ability to cast assigned project	2,6,13		8,10,12,13		5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 3 Student will demonstrate knowledge of: <u>musicianship</u>

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.(4).5	3.1 Students will understand terminology and song structure, i.e., the Vamp, the Verse, the Chorus, The Rideout			
9.4.12.C.(4).5 1.1.12.C.2	3.2 Students will develop inner rhythm and pacing of song			
1.3.12.C.1-3	3.3 Students will understand phrasing and develop ability to rely on their inner metronome			
1.1.12.C.3	3.4 Students will utilize proper singing technique of breath support			

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 4 Student will demonstrate knowledge of: <u>understand and develop relationships between history and musical/theatre</u>

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.1.12.C.1	4.1 Students will engage in historical/cultural research to facilitate comprehension of song	2,3,4,5,6,8,9,11,13		9,12,13		1-5
9.4.12.C.(4).6, 8	4.2 Students will understand how literature can be interpreted and contextualized in musical form	2,3,6,8		8,9,10,12,13		1,5
9.4.12.C.(4).6, 8	4.3 Students will select a character from a musical and perform a scene that evidences character subtext by appropriate physical action/movements/mannerisms	1,2,3,5,6,8,9,13		8,9,12,13		5
9.4.12.C.(4).6, 8	4.4 Students will study and compare the American Musical Theatre to their British counterpart	2,3,4,6,8		12		5

Focus Topic # 5 Student will demonstrate knowledge of: <u>use space and movement imaginatively with a sense of purpose</u>

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.(4).5, 8, 13	5.1 Students will identify with a particular character in a musical and perform a scene displaying the character's subtext by developing appropriate physical and emotional character choices	2,3,6,8,9,11	7,8,9,10,12,13	5
9.4.12.C.(4).5, 8, 13	5.2 Students will demonstrate a creative use of movement, space, and language demonstrating age	2,3,4,5,6,9,10	9,10,12,13	5,6
9.4.12.C.(4).5, 8, 13	5.3 Students will understand purposeful physical movement as it applies to character study within the context of a song	3,6,8,9,11,13	8,9,1012,13	1,5
9.4.12.C.(4).5, 8, 13	5.4 Students will demonstrate the application of creative movement to character development	2,3,5,6,9,12,13	9,10,12,13	1,5
9.4.12.C.(4).5, 8, 13	5.5 Students will utilize proper technique of extending the narrative through movement	2,3,5,6,9,10,11,12,13	7,9,10,12,13	1,5
9.4.12.C.(4).5, 8, 13	5.6 Students will demonstrate technique of creating seamless transitions from scene to song	1,2,3,5,6,8,9,11,13	8,9,10,12,13,14	1,5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 Student will demonstrate knowledge of: <u>demonstrate a proficiency in the art of auditioning</u>

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion	9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation	9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.(4).13, 14	6.1 Students will rehearse and master proper technique of auditioning	2,3,5,9,10,11		9,10,12,13		5
9.4.12.C.14, 61, 62	6.2 Students will research and create a professional resume and headshot	2,3,4,5,6,8,9,10,11,13		7,9,10,12,13,14		1,2,5
9.4.12.C.14, 61, 62	6.3 Students will create professional portfolio of representative song styling	2,3,4,5,6,8,9,10,11,13		7,9,10,12,13,14		1,2,5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 7 Student will demonstrate knowledge of: <u>assume the role of costume designer, demonstrating and understanding of character and context</u>

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion		1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)		1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
9.4.12.C.(4).11, 15	7.1 Students will develop a costume plot for a musical demonstrating an understanding of character and context	2,4,8,11,12,13		2,7,8,9,12,13,14		1,2,4,5
9.4.12.C.(4).11, 15	7.2 Students will compliment their design efforts with research to refine costume context and effect	4,8,11,12		8,9,12,13,14		1,2,4,5
9.4.12.C.(4).11, 15	7.3 Students will create a costume design representing an assigned classic	4,6,8,11,12,13		8,9,12,13,14		1,2,4,5
9.4.12.C.(4).11, 15	7.4 Students will present their costume plots for collective consideration and be ready to respond to peer feedback	4,10,13		5,8,9,10,12,13,14		4,5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 8 Student will demonstrate knowledge of: <u>evaluate multiple art forms and texts using appropriate aesthetic/cultural philosophies</u>

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities		Assessment Strategies		Materials, Technology Resources
		1. Problem Based Learning 2. Teacher Directed 3. Study Groups 4. Technology 5. Demonstration 6. Cooperative Groups 7. Literature Circles 8. Participation & Discussion	9. Reading 10. Application 11. Lab (report) 12. Homework 13. Field Trip 14. Projects 15. Other (explain)	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Academic Prompts 5. Writing Samples 6. Lab Report 7. Problem Solving 8. Oral Presentation	9. Self-Assessment 10. Class Survey 11. Rubrics 12. Reflective Discussion 13. Performance Tasks 14. Teacher Observation 15. Portfolio 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
1.3.12.C.1, 2	8.1 Students will assume the role of drama critic and compose a theatre review of a play and a musical	3,4,5,6,8,9,10,11,12,13		5,8,12,13,14		1,2,4,5
1.3.12.C.1, 2	8.2 Students will be expected to present their reviews for collective consideration and be ready to respond to peer feedback	3,4,6,8,11,13		5,8,9,12,13,14		1,2,4,5
1.3.12.C.1, 2	8.3 Students will constructively critique group projects, peer projects, and conduct self-evaluations on a regular basis	2,3,4,5,6,12,13		12,13,14		5,6
9.4.12.C.14, 61, 62	8.4 Students will produce a portfolio of completed project, essays, reviews, character analysis, and evaluations	3,6,8		9,12,13		1,2,5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 9 Students will demonstrate knowledge of: <u>understand the musical theatre as an aesthetic form</u>

Content Standard CPI	Established Goals Content Objectives Measurable Skills	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Problem Based Learning 9. Reading 2. Teacher Directed 10. Application 3. Study Groups 11. Lab (report) 4. Technology 12. Homework 5. Demonstration 13. Field Trip 6. Cooperative Groups 14. Projects 7. Literature Circles 15. Other (explain) 8. Participation & Discussion	1. Multiple Choice 9. Self-Assessment 2. Essay 10. Class Survey 3. Fill-In-Blanks 11. Rubrics 4. Academic Prompts 12. Reflective Discussion 5. Writing Samples 13. Performance Tasks 6. Lab Report 14. Teacher Observation 7. Problem Solving 15. Portfolio 8. Oral Presentation 16. Other (explain)	1. Textbooks 2. Technology Software 3. Technology Hardware 4. Graphic Organizers 5. AVA/Video 6. Primary Sources 7. Resource People 8. Internet Resources
	9.1 Students will attend a performance of a musical	1,2	10	5
1.3.12.C.1, 2	9.2 Students will discuss and critique the story, music, actors, direction, choreography, set design, costumes, and lighting	3,4,6,12	12	2,5
9.4.12.C.(4).7, 11	9.3 Students will create their own choreography based on 8 counts	5,6,9,10	10,12,13	5
9.4.12.C.(4).2	9.4 Students will choreograph from poetry	6,10	10,12,13	5
9.4.12.C.(4).1	9.5 Students will design movements from space awareness	6,10	10,12,13	5
1.1.12.C.2	9.6 Students will understand the concept of extending the narrative	2,6,9,13	12,13	5
1.1.12.C.2	9.7 Students will demonstrate seamless transitions from scene to song	2,3,6,9	12,13	5
1.1.12.C.1	9.8 Students will research and develop a character analysis from a musical character	8,11,13	5,7,12,14	1,4,5

APPENDIX

Writing Statement

Writing in Musical Theatre focuses on enabling students to communicate effectively and expressively through creative and expository texts that reflect organization, direction, support and development. As a regular practice, students in Musical Theatre will be expected to write in some mode on a regular basis. Students will develop critical research skills via research-based activities and assessments that require composition. Students are required to consult with their teacher and peers on draft work; consequently it is expected that final drafts must be free of grammatical, mechanical, and structural errors.

Technology Statement

Students in Musical Theatre are expected to use computers to facilitate the writing process and the development of research skills. Internet and CD ROM technologies are critical tool, and students in Musical Theatre are expected to utilize them when they engage in research-related activities and projects.

Readings and Resources

Supplemental materials and handouts

On Singing Onstage – David Craig
A Performer Prepares – David Craig

Listening Lab

Scripts from musicals *Under Consideration:*

A Chorus Line	Les Miserables
A Little Night Music	Man of La Mancha
Assassins	Miss Saigon
Baby	My Fair Lady
Brigadoon	Oklahoma
Camelot	Once On This Island
Carousel	110 in the Shade
Cats	Phantom of The Opera
Chicago	Pippin
City of Angels	Rags
Company	Rent
Crazy For You	She Loves Me
Dreamgirls	Side By Side By Sondheim
Fiddler On The Roof	Starmites
Fiorello	Sunday in the Park with George
Follies	Sweeny Todd
Fosse	The Wiz
Godspell	Titanic
Gypsy	West Side Story
Jesus Christ Superstar	