

Musical Theater

7th Grade

Sayreville Middle School

Date Curriculum Approved/Revised: 2022 (R. Mancini & A. Palma)

Table of Contents:

| | |
|--|----|
| Statement of Purpose..... | 3 |
| Unit 1: Introduction to Musical Theater..... | 4 |
| Unit 2: <i>Oklahoma!</i> | 8 |
| Unit 3: <i>Annie</i> | 14 |
| Unit 4: <i>Newsies</i> | 19 |

Statement of Purpose

The purpose of 7th Grade Musical Theater is to provide a basic foundation for students to understand musical theater as an art form and the use of musicals to convey stories. The goal of this class is to introduce students to three influential American musicals. Lessons in this course include standards in visual and performing arts and language arts.

Unit 1: Introduction to Musical Theater

Content Area: Visual and Performing Arts
Course(s): Musical Theater - 7th Grade
Time Period: 1 Marking Period
Length : 1-2 Weeks
Status: Awaiting Review

Summary of the Unit

Musical theatre uses songs, dialogue and movement/dance to tell a story. Students will be introduced to musical theater, musical theater history, Broadway and Disney musicals, musical theater terms, musical theater song types and musical colors. Students will view musical clips from a variety of musicals, including classic, modern and diverse casts.

Enduring Understandings

Musical theatre uses songs, dialogue and movement/dance to tell the story.

Essential Questions

What is musical theater?

How is musical theater different from other forms of theater?

What elements combine to form musical theater?

What are the key terms used in musical theater?

Who were important people in the history of American musical theater?

What were important musicals and events in the history of American musical theater?

Can you provide examples of classic and modern musical theater?

What are the different “musical colors” used by a composer?

What are the different types of musical theater songs?

Can you provide examples of different musical theater song types?

Summative Assessment and/or Summative Criteria

Students will complete daily “do now” questions. Students will demonstrate their understanding by answering questions for consideration about American musical theater. Students will further demonstrate their understanding by proving examples of musical song types and shows. Students will complete a written test on musical theater history, terms, song types, and musical colors.

Resources

Theater Throughout The Ages. Michael Kramme, Ph. D., Mark Twain Media, Inc., Publisher, 1996.

Appreciating Musicals. William G. Reid, J. Weston Walch, Publisher, Portland, Maine, 1992.

Teaching Musical Theater. Denver Casado, Beat by Beat Press, Publisher, 2017.

| Topic/Selection Timeframe | GENERAL OBJECTIVES | INSTRUCTIONAL ACTIVITY | BENCHMARK/ ASSESSMENT | STANDARDS |
|---|---|--|--|---|
| <p>Introduction to Musical Theater</p> <p>1-2 Weeks</p> | <p>SWBAT identify and explain key events and people in the history of American musical theater.</p> <p>SWBAT compare and contrast the difference between musicals vs plays and operas.</p> <p>SWBAT define key musical theater terms.</p> <p>SWBAT understand character's motivation for singing and dancing in musicals.</p> <p>SWBAT understand and interpret the various "musical colors" used by composers to express the emotions of the characters.</p> | <ul style="list-style-type: none"> • Read about and discuss how musical theater is unique from traditional theater in bringing together acting, singing, and dancing. • Read and discuss important people and events in the history of American musical theater. • Discuss and define vocabulary terms associated with musical theatre (i.e. audition, director, lyricist, composer, overture, choreography, etc.). • Discuss the "emotional staircase" to understand why characters sing and dance in musicals. Analyze how music can convey emotion better than dialogue between characters. • Complete "Musical Theater Song Types" worksheet to identify types of songs and performances • Introduce "musical colors" and musical theatre song types | <p>Students will participate in class discussions.</p> <p>Students will complete Musical Theater vocabulary worksheet.</p> <p>Students will read and complete worksheets about musical theater history.</p> <p>Students will complete Musical Theater Song Types worksheet.</p> <p>Students will provide examples of songs for different "musical colors" and song types, which can be viewed in class.</p> <p>Students will complete a written Test on musical theater terms, history, "musical colors" and song types.</p> | <ul style="list-style-type: none"> • 1.4.8.Cr2a • 1.4.8.Pr5a • 1.4.8.Pr5b • 1.4.8.Re8b: • 1.4.8.Re9b • 1.4.8.Re9c |

| Topic/Selection Timeframe | GENERAL OBJECTIVES | INSTRUCTIONAL ACTIVITY | BENCHMARK/ ASSESSMENT | STANDARDS |
|------------------------------|---|--|--------------------------|-----------|
| | SWBAT identify and provide examples for musical theater song types (opening number, finale, production number, reprise, encore, solo, duet, etc.) | by viewing age appropriate songs from musicals (<i>The Phantom of the Opera</i> , <i>Wicked</i> , <i>Frozen</i> , <i>Aladdin</i> , <i>Beauty and the Beast</i> , <i>Moana</i> , <i>High School Musical</i> , <i>The Greatest Showman</i> , <i>Shrek the Musical</i> , <i>The Little Mermaid</i>). <ul style="list-style-type: none"> View songs from modern musicals including diverse casts (ie. <i>The Lion King</i>, Disney's <i>Annie</i> (1999), Rodgers & Hammerstein's <i>Cinderella</i> (1997), <i>Encanto</i>, <i>Dreamgirls</i>, <i>Hairspray</i>, etc.) | | |

Standards

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.

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.

1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements 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.

Suggested Modifications for Special Education, ELL and Gifted Students

Follow IEP/504 plans

Make accommodations for ELL students after collaborating with ELL instructors

Projected Slides for ELL students/Visual learners

Mindfulness of reading and speaking levels for ELL/IEP students

Multimedia (Video Projections)

Captions on video for ELL students

Give verbal praise

Preferential seating

Suggested Technological Innovations/Use

Projector and projection screen to project media

Chrome Books for research

YouTube clips from Broadway musical

Cross Curricular/21st Century Connections

TECH.9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries.

LA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LA.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Unit 2: Oklahoma

Content Area: Visual and Performing Arts
Course(s): Musical Theater - 7th Grade
Time Period: 1 Marking Period
Length : 2-3 Weeks
Status: Awaiting Review

Summary of the Unit

Students will understand the basic structure, characters, plot, and themes of Rodgers & Hammerstein's *Oklahoma!*

Enduring Understandings

Oklahoma! is the first collaboration between Richard Rodgers and Oscar Hammerstein II. *Oklahoma!* is a very influential musical in the history of American musical theater. It was the first fully integrated musical play, using the combination of story, music, and dance to further the plot and tell the story.

Essential Questions

How did *Oklahoma!* change the format of the American musical?
How did Rodgers and Hammerstein use song and dance to develop the characters and further the story?
How did Rodgers and Hammerstein use a variety of musical theater song types to bring a story to life?
How do you relate to the plot and characters of *Oklahoma!*?
How do the themes of *Oklahoma!* apply to today?
How do actors make performance choices based upon scripts and songs they are given?

Summative Assessment and/or Summative Criteria

Students will study the scenes and songs from Rodgers and Hammerstein's *Oklahoma!*
Students will complete a study guide, create original costume designs, and create an original Playbill cover for *Oklahoma!*
Students will complete a written test on the history, characters, plot, and songs of *Oklahoma!*

Resources

<https://www.concordtheatricals.com/p/44839/rodgers-hammersteins-oklahoma>
<https://oklahomabroadway.com/wp-content/uploads/2019/09/OKLAHOMA-Resource-Guide.pdf>
https://www.guidetomusicaltheatre.com/shows_o/oklahoma.htm
<https://www.playbill.com/article/look-back-at-the-original-production-of-oklahoma-on-broadway>
Oklahoma! DVD (London, 1999)

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/ Assessments | STANDARDS |
|---|--|--|--|--|
| Background Information 2-3 days | SWBAT understand the context of the musical <i>OKLAHOMA!</i> by summarizing the time period and circumstances of the show. | <p>Students will read about the time period and background of <i>OKLAHOMA!</i></p> <p>Students will be introduced to the partnership Rogers & Hammerstein, as well as Agnes de Mille.</p> <p>Students will discuss what was going on in America (WWII) when <i>OKLAHOMA!</i> was created.</p> <p>Students will be introduced to characters, basic plot, themes, and “key terms” for <i>OKLAHOMA!</i></p> | <p>Class Discussions & Questions</p> <p><i>OKLAHOMA!</i> Introductory Worksheet</p> <p><i>OKLAHOMA!</i> Written Test</p> | <ul style="list-style-type: none"> ● 1.4.8.Cr2a ● 1.4.8.Re8c ● 1.4.8.Re9b ● 1.4.8.Cn1a |
| Script Reading and Analysis 1-2 weeks | SWBAT evaluate the musical <i>OKLAHOMA!</i> by conducting a class-wide table reading the musical <i>OKLAHOMA!</i> | <p>Read through Rodgers and Hammerstein’s <i>OKLAHOMA!</i> in assigned roles</p> <p>Practice reading with intentional vocal choices and dialects to convey emotions and character</p> <p>Watch the songs and dances from Rodgers & Hammerstein’s</p> | <p>Class Table Reading</p> <p>Class Discussions</p> <p>Study Guide Questions</p> <p>Student Summaries</p> <p><i>Oklahoma!</i> Written Test</p> | <ul style="list-style-type: none"> ● 1.4.8.Cr2b ● 1.4.8.Cr3a ● 1.4.8.Cr3c ● 1.4.8.Pr4a ● 1.4.8.Pr5a ● 1.4.8.Pr5b ● 1.4.8.Re7a ● 1.4.8.Re8b ● 1.4.8.Re9c |

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|-------------------------|--|--|---|--|
| | | <p><i>OKLAHOMA!</i></p> <p>Complete study guide questions</p> <p>Discuss character choices, summarize the plot, make predictions, and critique the plot of <i>OKLAHOMA!</i></p> <ul style="list-style-type: none"> Analyze the impact of music, choreography, and acting choices on the performance. Discuss any historical or social references found in the story. | | |
| Evaluation 1-2 weeks | <p>SWBAT demonstrate their understanding of <i>OKLAHOMA!</i></p> <p>SWBAT evaluate the musical <i>OKLAHOMA!</i> using various creative projects.</p> | <p>Students will complete an <i>OKLAHOMA!</i> evaluation worksheet and share their responses</p> <p>Students will be tested on their knowledge and understanding of <i>OKLAHOMA!</i></p> <p>Students will create original costume designs for <i>OKLAHOMA!</i></p> | <p>- <i>OKLAHOMA!</i> Evaluation worksheet</p> <p>- <i>OKLAHOMA!</i> Written Test</p> <p>- Original Playbill design</p> <p>- Original costume design</p> <p>- Scene reenactment</p> | <ul style="list-style-type: none"> 1.4.8.Cr2a 1.4.8.Cr3a 1.4.8.Pr4b 1.4.8.Pr5a 1.4.8.Pr5b 1.4.8.Re7a 1.4.8.Re7b 1.4.8.Re8b 1.4.8.Re8c |

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| | | <p>Students will create an original Playbill for <i>OKLAHOMA!</i></p> <p>Students will create a plot/storyline for an original dream dance sequence</p> <p>Students will reenact a scene from <i>OKLAHOMA!</i></p> | | <ul style="list-style-type: none"> ● 1.4.8.Re9c |
|--|--|--|--|--|

Standards

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.

1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

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.

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.

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.

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.

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.

Suggested Modifications for Special Education, ELL and Gifted Students

Follow IEP/504 plans

Make accommodations for ELL students after collaborating with ELL instructors

Projected Slides for ELL students/Visual learners

Mindfulness of reading and speaking levels for ELL/IEP students

Multimedia (Video Projections)

Captions on video for ELL students

Give verbal praise

Preferential seating

Suggested Technological Innovations/Use

Projector and projection screen to project media

Chrome Books for research

YouTube clips from Broadway musicals

Oklahoma! DVD (London, 1999)

Cross Curricular/21st Century Connections

LA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LA.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including

figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

LA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

LA.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

LA.RL.7.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Unit 3: ANNIE

Content Area: Visual and Performing Arts
Course(s): Musical Theater - 7th Grade
Time Period: 1 Marking Period
Length : 2-3 Weeks
Status: Awaiting Review

Summary of the Unit

Students will understand the basic structure, characters, plot, and themes of the classic American musical, *ANNIE*.

Enduring Understandings

Annie is an influential musical in the history of American musical theater.

Based on the “Little Orphan Annie” comic strips, Charles Strouse and Martin Charnin’s *Annie* takes place during The Great Depression.

Annie’s memorable characters, catchy songs, and relevant themes still warm hearts across the world today.

Essential Questions

Why has *Annie* remained popular with audiences today?

How do you relate to the plot and characters of *Annie*?

How do *Annie*’s themes apply to today?

How do you relate to the themes of hope and optimism?

How do actors make performance choices based upon scripts and songs they are given?

Summative Assessment and/or Summative Criteria

Students will read the script and study the scenes and songs of *Annie*.

Students will complete a study guide, create original characters, create a sequel scene or journal entries, and create an original Playbill cover for *Annie*.

Resources

<https://www.mtishows.com/annie-jr>

<https://www.thirteen.org/annie/images/printables/ANNIE%20Enrichment%20Guide.pdf>

Disney’s *Annie* DVD (1999)

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/ Assessments | Standards |
|---|--|--|--|--|
| Background Information 2-3 days | SWBAT understand the context of the musical <i>ANNIE</i> by summarizing the time period and circumstances of the show. | <p>Students will read about the time period and background of <i>ANNIE</i></p> <p>Students will be introduced to the creative team of <i>ANNIE</i></p> <p>Students will discuss what was going on in America (The Great Depression) when <i>ANNIE</i> was created.</p> <p>Students will be introduced to characters, basic plot, themes, and “key terms” for <i>ANNIE</i></p> | <p>Class Discussions & Questions</p> <p><i>ANNIE</i> Introductory Worksheet</p> <p><i>ANNIE</i> Written Test</p> | <ul style="list-style-type: none"> ● 1.4.8.Cr2a ● 1.4.8.Re8c ● 1.4.8.Re9b ● 1.4.8.Cn1a |
| Script Reading and Analysis 1-2 weeks | SWBAT evaluate the musical <i>ANNIE</i> by conducting a class-wide table reading the musical <i>ANNIE</i> | <p>Read through <i>ANNIE</i> in assigned roles</p> <p>Practice reading with intentional vocal choices and dialects to convey emotions and character</p> <p>Watch the songs and dances from <i>ANNIE</i></p> <p>Complete study guide questions</p> <p>Discuss character choices, summarize the plot, make predictions, and critique <i>ANNIE</i></p> <p>Analyze the impact of music, choreography, and acting choices on the performance.</p> | <p>Class Table Reading</p> <p>Class Discussions</p> <p>Study Guide Questions</p> <p>Student Summaries</p> <p><i>Annie</i> Written Test</p> | <ul style="list-style-type: none"> ● 1.4.8.Cr2b ● 1.4.8.Cr3a ● 1.4.8.Cr3c ● 1.4.8.Pr4a ● 1.4.8.Pr5a ● 1.4.8.Pr5b ● 1.4.8.Re7a ● 1.4.8.Re8b ● 1.4.8.Re9c |

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| | | Discuss any historical or social references found in the story. | | |
| Evaluation 1-2 weeks | <p>SWBAT demonstrate their understanding of <i>ANNIE</i></p> <p>SWBAT evaluate the musical <i>ANNIE</i> using various creative projects.</p> | <p>Students will complete an <i>ANNIE</i> evaluation worksheet and share their responses</p> <p>Students will be tested on their knowledge and understanding of <i>ANNIE</i></p> <p>Students will create an original Playbill for <i>ANNIE</i></p> <p>Students will create an additional scene, plot for a sequel, or journal entries for a character in <i>ANNIE</i></p> <p>Students will reenact a scene from <i>ANNIE</i></p> | <p>- <i>ANNIE</i> Evaluation worksheet</p> <p>- <i>ANNIE</i> Written Test</p> <p>- Original Playbill design</p> <p>- Original Character Creation</p> <p>- Additional scene, plot for a sequel, or journal entries</p> <p>- Scene reenactment</p> | <ul style="list-style-type: none"> ● 1.4.8.Cr2a ● 1.4.8.Cr3a ● 1.4.8.Pr4b ● 1.4.8.Pr5a ● 1.4.8.Pr5b ● 1.4.8.Re7a ● 1.4.8.Re7b ● 1.4.8.Re8b ● 1.4.8.Re8c ● 1.4.8.Re9c |

Standards

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.

1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

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.

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.

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.

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.

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.

Suggested Modifications for Special Education, ELL and Gifted Students

Follow IEP/504 plans

Make accommodations for ELL students after collaborating with ELL instructors

Projected Slides for ELL students/Visual learners

Mindfulness of reading and speaking levels for ELL/IEP students

Multimedia (Video Projections)

Captions on video for ELL students

Give verbal praise

Preferential seating

Suggested Technological Innovations/Use

Projector and projection screen to project media

Chrome Books for research

YouTube clips from Broadway musicals

Disney's *Annie* DVD (1999)

Cross Curricular/21st Century Connections

LA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LA.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

LA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

LA.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

LA.RL.7.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Unit 4: NEWSIES

Content Area: Visual and Performing Arts
Course(s): Musical Theater - 7th Grade
Time Period: 1 Marking Period
Length : 2-3 Weeks
Status: Awaiting Review

Summary of the Unit

Students will understand the basic structure, characters, plot, and themes of the modern American musical, *DISNEY'S NEWSIES THE MUSICAL*.

Enduring Understandings

NEWSIES The Musical is an important modern musical in the history of American musical theater. Based on the 1992 movie musical, Disney's *NEWSIES The Musical* tells the story of the historical 1899 newsboys strike in New York City.

Essential Questions

Why has *NEWSIES The Musical* remained popular with audiences today?
How is *NEWSIES The Musical* unique from other musicals you have studied?
How does *NEWSIES The Musical* demonstrate the evolution and advancement of the modern American musical?
How can do you relate to the characters and plot of *Disney's NEWSIES The Musical*?
How do you relate to *NEWSIES The Musical's* themes of standing up against injustice and power in numbers?
How do actors make performance choices based upon scripts and songs they are given?

Summative Assessment and/or Summative Criteria

Students will study the scenes and songs of *Disney's NEWSIES The Musical*.
Students will complete a study guide, create an original character, and create a set design for *NEWSIES The Musical*.

Resources

<https://www.newsiesthemusical.com/>
<https://www.mtishows.com/newsies-0>
<https://newsiesthemusical.com/pdf/NewsiesStudyGuide.pdf>
Disney's Newsies: The Broadway Musical (2017)

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/ Assessments | Standards |
|---|--|---|---|--|
| Background Information 2-3 days | SWBAT understand the context of the musical <i>NEWSIES</i> by summarizing the time period and circumstances of the show. | Students will read about the time period and background of <i>NEWSIES</i> Students will be introduced to the creative team of <i>NEWSIES</i> Students will discuss the 1899 Newsboys Strike that inspired <i>NEWSIES</i> Students will be introduced to characters, basic plot, themes, and “key terms” for <i>NEWSIES</i> | Class Discussions & Questions <i>NEWSIES</i> Introductory Worksheet <i>NEWSIES</i> Written Test | <ul style="list-style-type: none"> ● 1.4.8.Cr2a ● 1.4.8.Re8c ● 1.4.8.Re9b ● 1.4.8.Cn1a |
| Script Reading and Analysis 1-2 weeks | SWBAT evaluate the musical <i>NEWSIES</i> by viewing the filmed stage version of Disney’s <i>NEWSIES THE MUSICAL</i> . | Watch the filmed stage version of <i>NEWSIES THE MUSICAL</i> Complete study guide questions Discuss character choices, summarize | Class Discussions Study Guide Questions Student Summaries <i>NEWSIES</i> Written Test | <ul style="list-style-type: none"> ● 1.4.8.Cr2b ● 1.4.8.Cr3a ● 1.4.8.Cr3c ● 1.4.8.Pr4a ● 1.4.8.Pr5a ● 1.4.8.Pr5b ● 1.4.8.Re7a ● 1.4.8.Re8b |

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|---------------------------------|--|--|---|--|
| | | <p>the plot, make predictions, and critique <i>NEWSIES</i></p> <p>Analyze the impact of music, choreography, and acting choices on the performance.</p> <p>Discuss the historical or social references found in the story.</p> | | <ul style="list-style-type: none"> ● 1.4.8.Re9c |
| <p>Evaluation 1-2 weeks</p> | <p>SWBAT demonstrate their understanding of <i>NEWSIES</i></p> <p>SWBAT evaluate the musical <i>NEWSIES</i> using various creative projects.</p> | <p>Students will complete a <i>NEWSIES</i> evaluation worksheet and share their responses</p> <p>Students will be tested on their knowledge and understanding of <i>NEWSIES</i></p> <p>Students will create an original set design for <i>NEWSIES</i></p> <p>Students will complete an</p> | <ul style="list-style-type: none"> - <i>NEWSIES</i> Evaluation worksheet - <i>NEWSIES</i> Written Test - Original set design - Original character creation - Scene reenactment | <ul style="list-style-type: none"> ● 1.4.8.Cr2a ● 1.4.8.Cr3a ● 1.4.8.Pr4b ● 1.4.8.Pr5a ● 1.4.8.Pr5b ● 1.4.8.Re7a ● 1.4.8.Re7b ● 1.4.8.Re8b ● 1.4.8.Re8c ● 1.4.8.Re9c |

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|--|--|--|--|--|
| | | <p>original character creation for <i>NEWSIES</i></p> <p>Students will reenact a scene from <i>NEWSIES</i></p> | | |
|--|--|--|--|--|

Standards

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.

1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

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.

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.

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.

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.

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.

Suggested Modifications for Special Education, ELL and Gifted Students

Follow IEP/504 plans

Make accommodations for ELL students after collaborating with ELL instructors

Projected Slides for ELL students/Visual learners

Mindfulness of reading and speaking levels for ELL/IEP students

Multimedia (Video Projections)

Captions on video for ELL students

Give verbal praise

Preferential seating

Suggested Technological Innovations/Use

Projector and projection screen to project media

Chrome Books for research

YouTube clips from Broadway musicals

Disney's *Newsies: The Broadway Musical* (2017)

Cross Curricular/21st Century Connections

LA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LA.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

LA.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

LA.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

LA.RL.7.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.