

Pequea Valley School District
Music

Unit 1: Acting

Course: Musical Theatre

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will know the main components of acting through vocabulary and performance on stage.

Unit Essential Question(s)

- How can acting skills help with communication skills?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

45

Tier 3 Vocabulary (Content specific vocabulary)

- Monologues/Dialogue/Scenes from several shows
- Pantomime
- Improvisation
- Characterization
- Accents
- Emotions
- Inflections
- Eye Contact
- Stage Presence
- Body Positioning
- Interaction with other characters

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Monologues/Dialogue/Scenes from several shows
- Pantomime
- Improvisation
- Characterization
- Accents
- Emotions
- Inflections
- Eye Contact
- Stage Presence
- Body Positioning
- Interaction with other characters

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners will need to understand how to accurately portray characters by using and demonstrating stage presence, body positioning, accents, and pantomime.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Learners will demonstrate their acting skills through a culmination of 3 recorded performances of 1 monologue.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

**Pequea Valley School District
Music Department**

Unit 2: Singing

Course: Musical Theatre

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will need to know the different styles of show tunes and how to use appropriate techniques to sing them.

Unit Essential Question(s)

- How does an actor change their singing style to characterize a role they are portraying?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

- 45

Tier 3 Vocabulary (Content specific vocabulary)

- Vocal Anatomy
- Healthy Belt

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Vocal Anatomy
- Healthy Belt
- Authentically portraying a character while singing in multiple styles
- An in depth study of Song Types within a Broadway style musical and how each song type enhances the plot of the show.

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners will need to understand the vocal anatomy, how to sing in different styles to portray a character, and to sing with a healthy belt (mixed voice).

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Learners will be able to sing, individually and in an ensemble setting, a variety of musical show tune styles.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 3: Dancing

Course: Musical Theatre

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will know how to dance to at least one number of a Broadway style musical.

Unit Essential Question(s)

- How does movement during a number enhance the development of a plot?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

10

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Choreography styles
- Dance to a portion of a minimum of two numbers in contrasting styles from two different shows.

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners will need to understand several types of dance in musical theatre.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? *Culmination Assessments embedding skills and competencies*

- Learners will accomplish a completely choreographed number from a Broadway style musical while working within a dance ensemble on stage.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 4: Stage Directions

Course: Musical Theatre

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will need to understand terminology for the physical space of the performance stage.

Unit Essential Question(s)

- How does a director decipher where to place actors/sets on stage during a show?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.C

Integrate and apply advanced vocabulary to the arts forms.

Pacing: Approximate number of class sessions per unit

5

Tier 3 Vocabulary (Content specific vocabulary)

- Downstage
- Upstage
- Right
- Left
- Center

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Downstage
- Upstage
- Right

- Left
- Center

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners need to understand the terminology for the physical space of the stage, and will also need to understand movement from one space to the next.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Learners will need to demonstrate that they understand the stage directions, terminology for the stage space, and how to block a scene using a variety of areas on stage.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 5: Set Design

Course: Musical Theatre

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will understand how to design a set, and set lights on stage for at least one scene from a Broadway style musical.

Unit Essential Question(s)

- How can light and paint color change the mood of a scene?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.K

Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Pacing: Approximate number of class sessions per unit

25

Tier 3 Vocabulary (Content specific vocabulary)

- Lights
- Sound
- Curtains
- Sets- Stationary and Moveable
- Functionality

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Lights
- Sound
- Curtains

- Sets- Stationary and Moveable
- Functionality

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners will need to understand how to use the light system from the lighting booth. Learners will need to understand how to design and move sets on stage for a scene from a Broadway style musical.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Learners will demonstrate that they can create and set lights for a scene, and can also draw up, create, and build sets on the stage to complete a full set design.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 6: History of Broadway

Course: Musical Theatre

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How does the history of Broadway theatre coincide with the history of the United States of America?

Keystone Eligible Content/PA Core Standard

Standard - 9.2.12.E

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

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Standard - 9.2.12.C

Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

Standard - 9.2.12.A

Explain the historical, cultural and social context of an individual work in the arts.

Pacing: Approximate number of class sessions per unit

10

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- PBS video series
- How the American Musical evolved over the 20th century.

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Learners will need to understand the history of Broadway theatre starting from the early 20th century to present time.

Learning Outcome - What do students need to be able to **accomplish** by the unit’s end? *Culmination Assessments embedding skills and competencies*

- Learners will be able to distinguish between the decades, show form, writing styles, musical styles, and how the shows coincide with current events in America throughout the 20th and 21st century.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 7: Script Study

Course: Musical Theatre

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will study, in depth, a complete libretto from a Broadway musical.

Unit Essential Question(s)

- How does the libretto, while complete in its content, still leave room for creativity and imagination from the director's point of view?

Keystone Eligible Content/PA Core Standard

Standard - 9.3.12.D

Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

Standard - 9.3.12.A

Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

Pacing: Approximate number of class sessions per unit

- 45

Tier 3 Vocabulary (Content specific vocabulary)

- Libretto

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Read through, study, and analyze a minimum of two contrasting musical librettos and stage at least two scenes from each show.
- Sing a minimum of two songs from contrasting musicals' vocal/piano scores.

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or "big ideas" in a statement of enduring understanding.*

- Learners will need to understand how libretto's are compiled, organized, and read-through thoroughly.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? *Culmination Assessments embedding skills and competencies*

- Learner's will be able to read through two Broadway musical scripts in contrasting styles.
- Learner's will describe characters, settings, and will distinguish where the exposition, inciting incident, rising action, climax, falling action, and resolution all take place.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 8: Creating/Writing/Composing An Original Musical

Course: Musical Theatre

Grade: 9-12

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will know how to plan, organize, and create a Broadway style musical to be ultimately performed for their peers.

Unit Essential Question(s)

- How can children's stories be a small, yet good example of how a plot is displayed in a musical?

Keystone Eligible Content/PA Core Standard

Standard - 9.1.12.A

Know and use the elements and principles of each art form to create works in the arts and humanities.

Pacing: Approximate number of class sessions per unit

20

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*

- Create a complete libretto with script and numbers (songs) by using a creative adaptation of a children's story.

Understand - What do students need to **understand**? What is the **big idea**? *List broad concepts or "big ideas" in a statement of enduring understanding.*

- Learners will need to understand how to create a setting, costumes, character traits, songs with lyrics that coincide with the plot, and how to write a synopsis of their original musical creation.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? *Culmination Assessments embedding skills and competencies*

- Learners will complete an entire musical libretto. At least one scene from each learner's libretto will be rehearsed and performed for the rest of the class.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.