

| Marking Period | | Unit Title | Recommended Instructional Days |
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| 4 | | Marking Period 4 | 45 days |
| Artistic Process: | | Anchor Standard: General Knowledge & Skills | |
| Performing Responding Connecting | | <p>Standard #: Anchor Standard 6 Description: Conveying meaning through art.</p> <p>Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products.</p> <p>Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> | |
| Artistic Practice: | | Performance Expectation/s: | |
| <p>Performing Establish Analyze Choose Rehearse Share</p> <p>Responding Examine Discern</p> | | <p>HS Advanced 1.4.12adv.Pr6 a. Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg</p> | |
| | | <p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit</p> | |
| | | <p>Activity Description: Unit Title: Cultural Perspectives in Musical Theater Production</p> <p>Unit Overview: This unit focuses on producing a devised or scripted theater production for a specific audience while incorporating deep research, analysis, and understanding of cultural perspectives. Students will collaborate to create a theater production grounded in the creative perspectives of the playwright,</p> | |

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| <p>Critique Interpret</p> <p>Connecting Incorporate Affect Expand</p> | <p>HS Advanced 1.4.12adv.Re9</p> <p>a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.</p> <p>b. Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.</p> <p>c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.</p> <p>HS Advanced 1.4.12adv.Cn11</p> <p>a. Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.</p> <p>b. Justify the creative choices made in a devised or scripted theatre work, based on a critical</p> | <p>director, designer, and dramaturg. They will use detailed supporting evidence and appropriate criteria to revise their personal work and interpret the work of others. Understanding diverse cultures and contexts will shape their personal responses to theater works, allowing them to support and explain their artistic decisions. Additionally, students will develop theater works that identify and question cultural, global, and historic belief systems, justifying creative choices based on critical interpretation of specific data from theater research.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Produce a devised or scripted theater production for a specific audience. ● Employ research and analysis grounded in the perspectives of key theater roles. ● Revise personal work and interpret the work of others using detailed supporting evidence. ● Shape personal responses to theater works based on cultural understanding. ● Support and explain aesthetic preferences and beliefs through critical research. ● Develop theater works that question cultural, global, and historic belief systems. (SS) ● Justify creative choices based on critical interpretation of specific data. <p>Session 1: Introduction to Cultural Perspectives in Theater</p> |
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| | interpretation of specific data from theatre research. | <ul style="list-style-type: none"> ● Discuss the influence of cultural perspectives on theater production. ● Analyze examples of theater productions that explore cultural themes. ● Assign readings and viewings of theater works from diverse cultural backgrounds. |
| Enduring Understanding/s: | Essential Question/s: | |
| <p>Dance</p> <ol style="list-style-type: none"> 1. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 2. Criteria for evaluating dance vary across genres, styles, and cultures. 3. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. <p>Music</p> <ol style="list-style-type: none"> 1. Musicians judge performance based on | <p>Dance</p> <ol style="list-style-type: none"> 1. How does a dancer heighten artistry in a public performance? 2. What criteria are used to evaluate dance? 3. How does knowing about societal, cultural, historical and community experiences expand dance literacy? <p>Music</p> <ol style="list-style-type: none"> 1. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? | <p>Session 2: Playwright's Perspective</p> <ul style="list-style-type: none"> ● Explore the playwright's perspective in theater production. ● Research the cultural context of selected theater scripts. ● Discuss themes, characters, and plot elements influenced by cultural backgrounds. <p>Session 3: Director's Vision</p> <ul style="list-style-type: none"> ● Examine the director's role in shaping theater productions. ● Collaborate to develop a directorial concept for the chosen script. ● Consider how cultural perspectives inform staging, blocking, and interpretation. <p>Session 4: Designer's Influence</p> <ul style="list-style-type: none"> ● Investigate the impact of design choices on theater productions. ● Create designs for sets, costumes, lighting, and sound that reflect cultural themes. |

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| <p>criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>2. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>3. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Theatre</p> <p>1. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</p> | <p>2. How do we judge the quality of musical work(s) and performance(s)?</p> <p>3. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> <p>Theatre</p> <p>1. What happens when theatre artists and audiences share creative experiences?</p> <p>2. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p> <p>3. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p> | <ul style="list-style-type: none"> ● Justify design choices based on cultural context and artistic vision. <p>Session 5: Dramaturg's Analysis</p> <ul style="list-style-type: none"> ● Discuss the dramaturg's role in providing historical and cultural context. ● Conduct research to deepen understanding of cultural, global, and historic belief systems. ● Analyze how cultural perspectives shape character motivations, conflicts, and relationships. <p>Session 6: Rehearsals and Revision</p> <ul style="list-style-type: none"> ● Rehearse scenes or musical numbers, focusing on character authenticity and cultural authenticity. ● Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others. ● Provide feedback and support to peers, incorporating cultural understanding into critiques. <p>Session 7: Final Preparations</p> <ul style="list-style-type: none"> ● Finalize technical elements and production logistics. ● Conduct dress rehearsals and technical run-throughs, incorporating cultural nuances. ● Address any last-minute adjustments or concerns, ensuring cultural authenticity. |
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| <p>2. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work</p> <p>3. 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.</p> | | <p>Session 8: Performance and Reflection</p> <ul style="list-style-type: none"> ● Perform devised or scripted theater production for classmates, teachers, and invited guests. ● Reflect on the impact of cultural perspectives on the production process. ● Discuss how the production challenged and questioned cultural, global, and historic belief systems. <p>Assessment:</p> <ul style="list-style-type: none"> ● Devised or scripted theater production for a specific audience ● Research papers or presentations on cultural, global, and historic belief systems ● Revision process and critiques demonstrating understanding of cultural perspectives ● Reflections on personal responses to theater works and cultural understanding ● Justification of creative choices based on critical interpretation of specific data <p>Resources:</p> <ul style="list-style-type: none"> ● Readings and viewings of theater works from diverse cultural backgrounds ● Texts and articles on playwright perspectives, directorial concepts, design choices, and dramaturgical analysis ● Research materials on cultural, global, and historic belief systems |
| <p>Social and Emotional Learning: <i>Competencies</i></p> | <p>Social and Emotional Learning: <i>Sub-Competencies</i></p> | |
| <p>SEL/Create - (1) Generating and conceptualizing ideas.</p> <p>SEL/Perform - (4) Selecting, analyzing, and interpreting work.</p> <p>SEL/Respond - (8) Interpreting intent and meaning.</p> | <p>SEL/Create CONSOLIDATED EU Creative ideas and inspirations can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ How do artists generate creative ideas?</p> <p>SEL/Perform</p> | |

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| <p>SEL/Connect</p> <ul style="list-style-type: none">- (10) Synthesize and relate knowledge and personal experiences to make art. | <p>CONSOLIDATED EU Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?</p> <p>SEL/Respond CONSOLIDATED EU The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ How does understanding an artist's expressive intent help us comprehend, interpret and personally relate to an artistic work?</p> <p>SEL/Connect CONSOLIDATED EU</p> | <ul style="list-style-type: none">• Multimedia resources showcasing theater productions influenced by cultural perspectives <p>Interdisciplinary Connections:</p> <p>Social Studies (SS)</p> |
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| | <p>The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p> | | |
| <p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | | <p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> | |
| <p>Formative Assessments:</p> <ul style="list-style-type: none"> Peer and self-feedback in critical response format | | <p>Benchmarks:</p> <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performances In-studio showings | |
| <p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p> | | | |
| <p>Core Resources</p> | <p>Alternate Core Resources IEP/504/At-Risk/ESL</p> | <p>ELL Core Resources</p> | <p>Gifted & Talented Core Resources</p> |
| <p>Carver, R. K. (2012). <i>Stagecraft Fundamentals: A Guide and Reference for Theatrical Production</i> (2nd ed.). Focal Press.</p> <p>Cohen, R. (2016). <i>Theatre: Art in</i></p> | <ul style="list-style-type: none"> Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual | <ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or inclusion teacher prior to | <ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors. |

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| <p><i>Action</i> (11th ed.). McGraw-Hill Education.</p> <p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>hooks, b., (1994). <i>Teaching to transgress: Education as the practice of freedom</i>.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> | <p>special needs, as well as to discuss whether or not homework is appropriate.</p> <ul style="list-style-type: none"> ● Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task. ● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student’s special education classroom, or the school’s Occupational or Physical Therapists. | <p>initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</p> | |
| Supplemental Resources | | | |
| <p>Technology:</p> <ul style="list-style-type: none"> ● Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school’s speech therapist. | | | |

| Other: <ul style="list-style-type: none"> N/A | | | |
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| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| <ul style="list-style-type: none"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. Engage all learners through implementation of various resources including visual, audio, and tactile materials. Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. | <ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. | <ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. | <ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. Propose interest-based extension activities and opportunities for extra credit. |

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| | <ul style="list-style-type: none"> Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. | | |
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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | Standards in Action: <i>Climate Change</i> | X | Diversity and Inclusion <i>C.18A:35-4.36.A</i> |
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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | <i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy | |
| | <i>Core Ideas:</i> | Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product. |
| | <i>Performance Expectation/s:</i> | Make a list of different types of jobs and describe the skills associated |

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| | | <p>with each job.</p> <p>Demonstrate openness to new ideas and perspectives.</p> <p>Demonstrate originality and inventiveness in work.</p> <p>Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>Identify possible approaches and resources to execute a plan.</p> <p>Use a variety of types of thinking to solve problems.</p> <p>Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p> |
| | Career Readiness, Life Literacies, & Key Skills Practices | |
| | | <p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p> |