

Marking Period		Unit Title	Recommended Instructional Days
1		Marking Period 1	45 days
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-VPA within Unit	
Creating Performing Responding	Standard #: Anchor Standard 2 Description: Organizing and developing ideas.		
	Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products.		
	Standard #: Anchor Standard 7 Description: Perceiving and analyzing work.		
Artistic Practice:	Performance Expectation/s:		
Creating Plan Construct Make Performing Embody Execute Establish	HS Advanced 1.4.12adv.Cr2 a. Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work. b. Collaborate as a creative team to make original artistic choices	Activity Description: Unit Title: Creative Collaboration: Exploring Diversity in Musical Theater Unit Overview: This unit focuses on collaborative exploration of diversity and inclusion in musical theater, emphasizing the development of	

<p>Analyze Prepare Rehearse Evaluate Refine</p> <p>Responding Examine Discern Analyze Select</p>	<p>in devised or scripted theatre work.</p> <p>HS Advanced 1.4.12adv.Pr5 a. Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.</p> <p>b. Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.</p> <p>HS Advanced 1.4.12adv.Re7 a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.</p> <p>b. Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.</p>	<p>original artistic choices and experimentation with theatrical styles and acting techniques. Students will work as a creative team to make informative and analytical choices for devised or scripted theater works, drawing inspiration from diverse cultural perspectives. Through experimentation, students will explore various theatrical styles and acting techniques, integrating them into their directorial concepts and character development. Additionally, students will demonstrate an understanding of multiple interpretations of artistic criteria and use historical and cultural context to structure and justify personal responses to theater works, fostering inclusivity and empathy in their creative process.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Collaborate as a creative team to make informed and analytical choices for theater works. ● Make original artistic choices in theater works, drawing from diverse cultural perspectives. ● Experiment with theatrical styles to develop unique directorial concepts. ● Explore various acting techniques for character development. ● Demonstrate understanding of multiple interpretations of artistic criteria. ● Use historical and cultural context to structure and justify personal responses to theater works. (SS)
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Session 1: Introduction to Collaborative Creativity</p>
<p>Dance</p>	<p>Dance</p>	

<p>1. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</p> <p>3. Dance is perceived and analyzed to comprehend its meaning.</p> <p>Music</p> <p>1. Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. To express their musical ideas, musicians analyze, evaluate, and refine</p>	<p>1. What influences choice-making in creating choreography?</p> <p>2. How is the body used as an instrument for technical and artistic expression?</p> <p>3. How is a dance understood?</p> <p>Music</p> <p>1. How do musicians make creative decisions?</p> <p>2. How do musicians improve the quality of their performance?</p> <p>3. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p> <p>Theatre</p> <p>1. How, when, and why do theatre artists’ choices change?</p>	<ul style="list-style-type: none"> ● Discuss the importance of collaboration in creating diverse and inclusive theater. ● Analyze examples of collaborative theater projects that celebrate diversity. ● Assign readings and viewings of theater works showcasing varied cultural perspectives. <p>Session 2: Collaborative Decision-Making</p> <ul style="list-style-type: none"> ● Collaborate as a creative team to make informative and analytical choices for devised or scripted theater works. ● Brainstorm ideas for theater projects that explore diversity and inclusion. ● Discuss the significance of informed decision-making in representing diverse voices onstage. <p>Session 3: Exploring Theatrical Styles</p> <ul style="list-style-type: none"> ● Experiment with theatrical styles to form unique choices for directorial concepts. ● Study different theatrical movements and their cultural contexts. ● Apply selected styles to scenes or musical numbers, emphasizing diversity in storytelling. <p>Session 4: Experimenting with Acting Techniques</p> <ul style="list-style-type: none"> ● Experiment with various acting techniques to develop authentic and nuanced characters. ● Explore methods such as method acting, Stanislavski's system, and physical theater.
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<p>their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>3. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Theatre</p> <p>1. Theatre artists work to discover different ways of communicating meaning.</p> <p>2. Theatre artists make choices to convey meaning.</p>	<p>2. How do theatre artists use tools and techniques to communicate ideas and feelings?</p> <p>3. How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>	<ul style="list-style-type: none">● Apply acting techniques to scenes or monologues that address themes of diversity and inclusion. <p>Session 5: Understanding Artistic Criteria</p> <ul style="list-style-type: none">● Demonstrate an understanding of multiple interpretations of artistic criteria in theater works.● Analyze critical reviews and scholarly articles discussing diverse theater productions.● Discuss how different perspectives inform artistic evaluation and critique. <p>Session 6: Using Historical and Cultural Context</p> <ul style="list-style-type: none">● Use historical and cultural context to structure and justify personal responses to theater works.● Research historical events and cultural traditions relevant to diverse theater narratives.● Reflect on how historical and cultural influences shape interpretations of theater. <p>Session 7: Integrating Diversity in Rehearsals</p> <ul style="list-style-type: none">● Rehearse scenes or musical numbers, incorporating diverse perspectives into performances.● Collaborate with classmates to refine characterizations and staging choices.● Provide feedback and support to fellow ensemble members, fostering a supportive rehearsal environment.
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<p>3. Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p>		<p>Session 8: Final Presentations and Reflection</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<ul style="list-style-type: none"> ● Present finalized scenes or musical numbers to the class or invited audience. ● Reflect on the collaborative creative process and the exploration of diversity in theater. ● Discuss the impact of diverse representation on audience engagement and empathy-building.
<p>SEL/Create - (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond - (7) Perceive and analyze artistic work.</p> <p>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>SEL/Create CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ How do artists make creative decisions?</p> <p>SEL/Perform CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/ performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ</p>	<p>Assessment:</p> <ul style="list-style-type: none"> ● Participation in collaborative decision-making exercises ● Creation and presentation of original artistic choices in theater works ● Demonstration of understanding of theatrical styles and acting techniques ● Analysis of multiple interpretations of artistic criteria in theater works ● Application of historical and cultural context in personal responses to theater ● Reflective essays or discussions on the role of diversity in theater-making <p>Resources:</p> <ul style="list-style-type: none"> ● Examples of collaborative theater projects celebrating diversity ● Readings and viewings of diverse theater works ● Texts and articles on theatrical styles, acting techniques, and cultural history

	<p>How do artists improve the quality of their presentation/performance?</p> <p>SEL/Respond CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</p> <p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Connect CONSOLIDATED EU 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</p>	<ul style="list-style-type: none">● Critical reviews and scholarly analyses of diverse theater productions <p>Interdisciplinary Connections:</p> <p>Social Studies (SS)</p>
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	How does one's feelings and thoughts connect to artistic works?		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Peer and self feedback in critical response format 		Benchmarks: <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes Summative Assessments: <ul style="list-style-type: none"> Performances In-studio showings 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
Carver, R. K. (2012). <i>Stagecraft Fundamentals: A Guide and Reference for Theatrical Production</i> (2nd ed.). Focal Press. Cohen, R. (2016). <i>Theatre: Art in Action</i> (11th ed.). McGraw-Hill Education. Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press. Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle	<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 special needs, as well as to discuss whether or not homework is appropriate. 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 	<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 initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p>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>task.</p> <ul style="list-style-type: none"> 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. 		
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. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
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 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, 	<ul style="list-style-type: none"> Provide extended time to complete classwork and 	<ul style="list-style-type: none"> Offer pre-assessments to better understand

<p>accommodate for multiple learning styles.</p> <ul style="list-style-type: none"> 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. 	<p>Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</p> <ul style="list-style-type: none"> 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. 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. 	<p>assessments as needed. Assignments and rubrics may need to be modified.</p> <ul style="list-style-type: none"> Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<p>students' strengths, and create an enhanced set of introductory activities accordingly.</p> <ul style="list-style-type: none"> 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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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

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 with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

	Career Readiness, Life Literacies, & Key Skills Practices
	Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.