Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
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.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	**Performance Expectation/s:**	
Creating Plan Construct Make **Performing** Embody Execute Establish	**HS Proficient** 1.4.12prof.Cr2 a. Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. b. Examine the collaborative nature of the actor, director,	**Activity Description**: Celebrating Diversity Through Musical Theater Unit Overview: This unit will focus on exploring diversity and inclusion in musical theater, emphasizing the performance of theater works for specific audiences and the integration of cultural

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

Analyze
Prepare
Rehearse
Evaluate
Refine

Responding
Examine
Discern
Analyze
Select

playwright, and designers, and explore their interdependent roles.

HS Proficient
1.4.12prof.Pr5
a. Identify and explore different pacing options per character to better communicate the story in a theatre work

b. Explore and discover character choices using given circumstances in devised or scripted theatre work.

HS Proficient
1.4.12prof.Re7
a. Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.

b. Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.

perspectives and contexts into creative choices. Students will perform devised or scripted musical theater works tailored for diverse audiences, incorporating personal experiences and justifying artistic choices. They will analyze and compare artistic choices, identify cultural perspectives, and justify personal aesthetics, preferences, and beliefs through participation in and observation of musical theater works. Additionally, students will integrate knowledge of cultural, global, and historic belief systems into creative choices and use basic research methods to understand the social and cultural background of musical theater works.

Objectives:

- Perform devised or scripted musical theater works for specific audiences.
- Analyze and compare artistic choices developed from personal experiences in musical theater works.
- Identify and compare cultural perspectives and contexts influencing the evaluation of musical theater works.
- Justify personal aesthetics, preferences, and beliefs through participation in and observation of musical theater works.
- Integrate knowledge of cultural, global, and historic belief systems into creative choices in musical theater works.
- Use basic research methods to understand the social and cultural background of musical theater works.(SS)

Enduring Understanding/s:	Essential Question/s:
Dance	**Dance**

Session 1: Introduction to Diversity in Musical Theater

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

1. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

3. Dance is perceived and analyzed to comprehend its meaning.

Music
1. Musicians' creative choices are influenced by their expertise, context, and expressive intent.

2. To express their musical ideas, musicians analyze, evaluate, and refine

---

1. What influences choice-making in creating choreography?

2. How is the body used as an instrument for technical and artistic expression?

3. How is a dance understood?

Music
1. How do musicians make creative decisions?

2. How do musicians improve the quality of their performance?

3. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Theatre
1. How, when, and why do theatre artists' choices change?

- Discuss the importance of diversity and inclusion in musical theater.
- Introduce key concepts and terminology related to diversity and inclusion in the arts.
- Assign readings and viewings of diverse musical theater productions.

Session 2: Performing for Specific Audiences

- Perform devised or scripted musical theater works tailored for specific audiences.
- Discuss the importance of considering audience demographics and preferences.
- Rehearse scenes and musical numbers focusing on audience engagement and impact.

Session 3: Analyzing Artistic Choices

- Analyze and compare artistic choices developed from personal experiences in musical theater works.
- Reflect on personal experiences and how they influence interpretations and performances.
- Discuss how diverse perspectives contribute to the richness of musical theater.

Session 4: Identifying Cultural Perspectives

- Identify and compare cultural perspectives and contexts influencing the evaluation of musical theater works.

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

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.

Theatre
1. Theatre artists work to discover different ways of communicating meaning.

2. Theatre artists make choices to convey meaning.

2. How do theatre artists use tools and techniques to communicate ideas and feelings?

3. How do theatre artists comprehend the essence of drama processes and theatre experiences?

- Research and present on cultural influences in musical theater, such as ethnicity, nationality, and social background.
- Discuss how cultural perspectives shape audience reception and critical evaluation.

Session 5: Justifying Personal Aesthetics

- Justify personal aesthetics, preferences, and beliefs through participation in and observation of musical theater works.
- Reflect on individual artistic preferences and how they impact performances.
- Discuss the importance of embracing diverse aesthetics and viewpoints in musical theater.

Session 6: Integrating Cultural Knowledge

- Integrate knowledge of cultural, global, and historic belief systems into creative choices in musical theater works.
- Discuss how cultural contexts inform character development, staging, and musical styles.
- Incorporate cultural elements into scenes and musical numbers through rehearsal and experimentation.

Session 7: Researching Social and Cultural Background

- Use basic research methods to understand the social and cultural background of musical theater works.

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

3. Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Social and Emotional Learning: *Competencies*	Social and Emotional Learning: *Sub-Competencies*
SEL/Create - (2) Organize and develop artistic ideas and work. SEL/Perform - (5) Develop & refine artistic techniques & work for presentation. SEL/Respond - (7) Perceive and analyze artistic work. SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.	SEL/Create CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new CONSOLIDATED EQ How do artists make creative decisions? 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. CONSOLIDATED EQ

● Research the historical and social context of selected musical theater productions.
● Discuss how historical and cultural factors influence the creation and reception of musical theater.

Session 8: Final Performance and Reflection

● Perform the finalized musical theater production for the class or invited audience.
● Reflect on the production process and the exploration of diversity and inclusion.
● Discuss lessons learned and future considerations for creating inclusive musical theater.

Assessment:

● Participation in rehearsals and performances
● Analysis and comparison of artistic choices in personal reflections
● Research presentations on cultural perspectives and contexts
● Justification of personal aesthetics and beliefs
● Integration of cultural knowledge into creative choices
● Use of basic research methods to understand social and cultural background

Resources:

● Diverse musical theater productions representing various cultures and perspectives

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

	How do artists improve the quality of their presentation/performance? 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 CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences? 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. CONSOLIDATED EQ	● Texts, articles, and videos on diversity and inclusion in musical theater ● Research materials on cultural influences in musical theater ● Musical scores and scripts for rehearsal and performance Interdisciplinary Connections: Social Studies (SS)

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

	How does one's feelings and thoughts connect to artistic works?		
Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*		**Assessments (Summative)** *To show evidence of meeting the standard/s, students will successfully complete:*	
Formative Assessments: ● Peer and self feedback in critical response format		**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:** ● 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). *Stagecraft Fundamentals: A Guide and Reference for Theatrical Production* (2nd ed.). Focal Press. Cohen, R. (2016). *Theatre: Art in Action* (11th ed.). McGraw-Hill Education. Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press. Eisner, E. (2002). *The Educational Imagination 3rd ed.* Upper Saddle	● 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	● 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.	● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge. hooks,b., (1994). *Teaching to transgress: Education as the practice of freedom.* NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf	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.		

Supplemental Resources

Technology:
- 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:
- N/A

Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
● Offer resources to students in a variety of ways to	● Utilize a multi-sensory (Visual, Auditory,	● Provide extended time to complete classwork and	● Offer pre-assessments to better understand

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

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.	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. ● 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.	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.	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.

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	
	Standards in Action: *Climate Change*	X	Diversity and Inclusion *C.18A:35-4.36.A*			

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Disciplinary Concepts:* Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	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.
	Performance Expectation/s:	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

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Musical Theatre I Marking Period 1
Grade:9-12

Dev. Date:
2021-2022

		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.	