

Marking Period		Unit Title	Recommended Instructional Days
3		Marking Period 3	45 days
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit	
Creating Performing Connecting	Standard #: Anchor Standard 3 Description: Refining and completing products Standard #: Anchor Standard 6 Description: Conveying meaning through art. Standard #: Anchor Standard 10 Description: Synthesizing and relating knowledge and personal experiences to create products.		
	Artistic Practice:		
Creating Imagine Envision Plan Construct Evaluate Clarify Realize Performing Establish	HS Proficient 1.4.12prof.Cr3 a. Use script analysis to inform choices impacting the believability and authenticity of a character. b. Practice devised or scripted theatre work using theatrical staging conventions.	Activity Description: Exploring LGBT and Disability Representation in Musical Theater Unit Overview: This unit will focus on exploring themes of LGBT and disabilities in musical theater, emphasizing script analysis, theatrical staging conventions, and technical design choices.	

<p>Analyze Choose Rehearse Share</p> <p>Connecting Incorporate Affect Expand</p>	<p>c. Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.</p> <p>HS Proficient 1.4.12prof.Pr6 a. Perform devised or scripted theatre work for a specific audience.</p> <p>HS Proficient 1.4.12prof.Cn10 a. Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.</p>	<p>Students will use script analysis to inform choices impacting the believability and authenticity of characters representing diverse identities. They will practice devised or scripted musical theater works using theatrical staging conventions to enhance storytelling and audience engagement. Additionally, students will explore technical design choices that support the story and emotional impact of musical theater works centered around LGBT and disabilities. They will perform devised or scripted musical theater works for specific audiences, investigating how cultural perspectives, community ideas, and personal beliefs impact the production process.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Use script analysis to inform choices impacting the believability and authenticity of characters. ● Practice devised or scripted musical theater works using theatrical staging conventions. ● Explore technical design choices supporting the story and emotional impact of musical theater works. ● Perform devised or scripted musical theater works for specific audiences. ● Investigate how cultural perspectives, community ideas, and personal beliefs impact musical theater works.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>Dance</p> <p>1. Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p>	<p>Dance</p> <p>1. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>	

<p>2. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>3. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>Music</p> <p>1. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is</p>	<p>2. How does a dancer heighten artistry in a public performance?</p> <p>3. How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p> <p>Music</p> <p>1. How do musicians improve the quality of their creative work?</p> <p>i.</p> <p>2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>i.</p> <p>3. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>Theatre</p> <p>1. How do theatre artists transform and edit their initial ideas?</p>	<p>Session 1: Introduction to LGBT and Disability Representation in Musical Theater</p> <ul style="list-style-type: none"> ● Discuss the importance of representation and inclusivity in musical theater. ● Introduce key concepts and terminology related to LGBT and disability representation. ● Assign readings and viewings of musical theater productions featuring LGBT and disability themes. <p>Session 2: Script Analysis for Character Development</p> <ul style="list-style-type: none"> ● Use script analysis to inform choices impacting the believability and authenticity of characters. ● Analyze character motivations, conflicts, and relationships in musical theater scripts. ● Discuss how to portray LGBT and disabled characters with sensitivity and authenticity. <p>Session 3: Practicing Staging Conventions</p> <ul style="list-style-type: none"> ● Practice devised or scripted musical theater works using theatrical staging conventions. ● Explore blocking, movement, and stage directions to enhance storytelling.
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<p>presented influence audience response.</p> <p>3. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Theatre</p> <p>1. Theatre artists refine their work and practice their craft through rehearsal.</p> <p>2. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>3. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p>	<p>2. What happens when theatre artists and audiences share creative experiences?</p> <p>3. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>	<ul style="list-style-type: none">● Rehearse scenes focusing on character interactions and emotional dynamics. <p>Session 4: Exploring Technical Design Choices</p> <ul style="list-style-type: none">● Explore technical design choices that support the story and emotional impact of musical theater works.● Collaborate with designers to develop set, costume, lighting, and sound designs.● Discuss how technical elements can convey themes of LGBT and disabilities. <p>Session 5: Rehearsing for Specific Audiences</p> <ul style="list-style-type: none">● Perform devised or scripted musical theater works for specific audiences.● Discuss audience demographics and preferences, adapting performances accordingly.● Rehearse scenes and musical numbers focusing on audience engagement and impact. <p>Session 6: Investigating Cultural Perspectives</p> <ul style="list-style-type: none">● Investigate how cultural perspectives, community ideas, and personal beliefs impact musical theater works.● Conduct research on the cultural and social contexts of LGBT and disability representation in theater.
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Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<p>SEL/Create</p> <ul style="list-style-type: none"> - (1) Generating and conceptualizing ideas. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (4) Selecting, analyzing, and interpreting work. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (8) Interpreting intent and meaning. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. 	<p>SEL/Create</p> <p>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> <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</p>	<ul style="list-style-type: none"> ● Discuss how diverse perspectives influence the interpretation and reception of musical theater. <p>Session 7: Finalizing Performances</p> <ul style="list-style-type: none"> ● Finalize rehearsals and technical elements for the musical theater production. ● Receive feedback from peers and instructors, making adjustments as needed. ● Reflect on the production process and the exploration of LGBT and disability themes. <p>Session 8: Performance and Reflection</p> <ul style="list-style-type: none"> ● Perform the finalized musical theater production for the class or invited audience. ● Reflect on the experience of performing and observing diverse representations in theater. ● Discuss lessons learned and future considerations for creating inclusive musical theater. <p>Assessment:</p> <ul style="list-style-type: none"> ● Participation in script analysis and character development activities ● Application of theatrical staging conventions in rehearsals and performances

	<p>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 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>	<ul style="list-style-type: none">● Collaboration with designers to develop technical design choices● Performance of devised or scripted musical theater works for specific audiences● Research and reflection on the impact of cultural perspectives on musical theater (LA) <p>Resources:</p> <ul style="list-style-type: none">● Musical theater productions featuring LGBT and disability themes● Texts, articles, and videos on LGBT and disability representation in theater● Research materials on cultural perspectives and community ideas in musical theater● Musical scores and scripts for rehearsal and performance <p>Interdisciplinary Connections:</p> <p>Language Arts (LA)</p>
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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 River, NJ: Prentice Hall	<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 task. 	<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>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>	<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, Kinesthetic, Tactile) 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and

<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>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>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>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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>		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.