

Marking Period		Unit Title	Recommended Instructional Days
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 Proficient 1.4.12prof.Pr6 a. Perform devised or scripted theatre work for a specific audience.</p> <p>HS Proficient 1.4.12prof.Re9 a. Analyze and compare artistic choices developed from personal</p>	
Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit			
Activity Description:			
Unit Title: Exploring Artistic Choices in Musical Theater			
Unit Overview:			
This unit will focus on developing students' skills in performing devised or scripted musical theater works for specific audiences while exploring the influence of personal experiences and			

<p>Critique Interpret</p> <p>Connecting Incorporate Affect Expand</p>	<p>experiences in multiple devised or scripted theatre works.</p> <p>b. Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.</p> <p>c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of devised or scripted theatre work.</p> <p>HS Proficient 1.4.12prof.Cn11</p> <p>a. Integrate knowledge of cultural, global, and historic belief systems into creative choices in a devised or scripted theatre work.</p> <p>b. Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.</p>	<p>cultural perspectives on artistic choices. Students will analyze and compare artistic choices developed from personal experiences in multiple musical theater works, identifying cultural perspectives and contexts that influence the evaluation of these works. They will justify personal aesthetics, preferences, and beliefs through participation in and observation of musical theater performances. Additionally, students will integrate knowledge of cultural, global, and historic belief systems into their creative choices and use basic research methods to better understand the social and cultural background of musical theater works.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Perform devised or scripted musical theater works for specific audiences. ● Analyze and compare artistic choices developed from personal experiences. ● 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.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>Dance</p>	<p>Dance</p>	

<p>1. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>2. Criteria for evaluating dance vary across genres, styles, and cultures.</p> <p>3. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p> <p>Music</p> <p>1. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p>	<p>1. How does a dancer heighten artistry in a public performance?</p> <p>2. What criteria are used to evaluate dance?</p> <p>3. How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p> <p>Music</p> <p>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> <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,</p>	<ul style="list-style-type: none"> ● Use basic research methods to understand the social and cultural background of musical theater works. <p>Session 1: Introduction to Performing for Specific Audiences</p> <ul style="list-style-type: none"> ● Discuss the importance of tailoring performances for specific audiences in musical theater. ● Introduce key concepts and terminology related to audience engagement and impact. ● Assign readings and viewings of musical theater productions designed for diverse audiences. <p>Session 2: Analyzing Artistic Choices</p> <ul style="list-style-type: none"> ● Analyze and compare artistic choices developed from personal experiences in multiple musical theater works. ● Reflect on personal experiences and how they influence interpretations of musical theater performances. ● Discuss the role of personal experiences in shaping artistic preferences and beliefs. <p>Session 3: Identifying Cultural Perspectives</p> <ul style="list-style-type: none"> ● Identify and compare cultural perspectives and contexts influencing the evaluation of musical theater works.
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<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> <ol style="list-style-type: none"> 1. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. 2. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work 	<p>performing, and responding to music?</p> <p>Theatre</p> <ol style="list-style-type: none"> 1. What happens when theatre artists and audiences share creative experiences? 2. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? 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? 	<ul style="list-style-type: none"> ● 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 of musical theater. <p>Session 4: Justifying Personal Aesthetics</p> <ul style="list-style-type: none"> ● 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. <p>Session 5: Integrating Cultural Knowledge</p> <ul style="list-style-type: none"> ● Integrate knowledge of cultural, global, and historic belief systems into creative choices in musical theater. ● Discuss how cultural contexts inform character development, staging, and musical styles. ● Incorporate cultural elements into scenes and musical numbers through rehearsal and experimentation. <p>Session 6: Using Basic Research Methods</p>
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<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>		<ul style="list-style-type: none"> ● Use basic research methods to better understand the social and cultural background of musical theater works. ● 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.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>Session 7: Rehearsing and Refining Performances</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/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</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 CONSOLIDATED EU Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p>	<ul style="list-style-type: none"> ● Rehearse devised or scripted musical theater works for specific audiences. ● Apply insights from previous weeks' discussions to inform character choices, staging, and performance style. ● Receive feedback from peers and instructors, making adjustments as needed. <p>Session 8: Final Performances and Reflection</p> <ul style="list-style-type: none"> ● Perform the finalized musical theater productions for the class or invited audience. ● Written reflection on the experience of tailoring performances for specific audiences and integrating cultural knowledge.(LA)

	<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 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>	<ul style="list-style-type: none">● Discuss lessons learned and future considerations for creating meaningful and impactful musical theater performances. <p>Assessment:</p> <ul style="list-style-type: none">● 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 <p>Resources:</p> <ul style="list-style-type: none">● Musical theater productions representing diverse cultural perspectives● Texts, articles, and videos on cultural influences in musical theater● Research materials on historical and social context of musical theater works● Musical scores and scripts for rehearsal and performance
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	<p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p>	<p>Interdisciplinary Connections: Language Arts (LA)</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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Peer and self-feedback in critical response format 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes <p><u>Summative Assessments:</u></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 Action</i> (11th ed.). McGraw-Hill Education.</p> <p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of</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 special needs, as well as to discuss whether or not homework is appropriate. Provide access to an 	<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>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>individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on 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 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. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to 	<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.

	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)						
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>

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.

		<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>