

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 Accomplished 1.4.12acc.Cr2 a. Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.	Activity Description: Unit Title: Exploring Diversity Through Dramatic Interpretation Unit Overview: This unit will focus on developing students' understanding of diversity and inclusion in musical theater through dramatic	

<p>Analyze Prepare Rehearse Evaluate Refine</p> <p>Responding Examine Discern Analyze Select</p>	<p>b. Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.</p> <p>HS Accomplished 1.4.12acc.Pr5</p> <p>a. Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.</p> <p>b. Identify essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.</p> <p>HS Accomplished 1.4.12acc.Re7</p> <p>a. Respond to what is seen, felt, and heard in devised or scripted theatre work to develop criteria for artistic choices.</p> <p>b. Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.</p>	<p>interpretation. Students will explore historical and cultural influences in devised or scripted theater works, cooperating as a creative team to make informed and analytical choices. They will discover how unique choices shape believable characters and identify essential text information and research sources to influence character choices. Additionally, students will respond to theatrical elements in performances and apply theater elements and production values to evaluations, fostering a deeper appreciation for diversity and inclusion in musical theater.</p> <p>Objectives:</p> <ul style="list-style-type: none">● Develop a dramatic interpretation demonstrating a critical understanding of historical and cultural influences.● Cooperate as a creative team to make informative and analytical choices for theater works.● Discover how unique choices shape believable characters in theater works.● Identify essential text information and research sources to influence character choices.● Respond to theatrical elements to develop criteria for artistic choices.● Apply theater elements and production values to evaluations of theatrical works.
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Enduring Understanding/s:	Essential Question/s:	
<p>Dance</p> <ol style="list-style-type: none"> The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. Dance is perceived and analyzed to comprehend its meaning. <p>Music</p> <ol style="list-style-type: none"> Musicians’ creative choices are influenced by their expertise, context, and expressive intent. 	<p>Dance</p> <ol style="list-style-type: none"> What influences choice-making in creating choreography? How is the body used as an instrument for technical and artistic expression? How is a dance understood? <p>Music</p> <ol style="list-style-type: none"> How do musicians make creative decisions? How do musicians improve the quality of their performance? How do individuals choose music to experience? How does understanding the structure and context of music inform a response? <p>Theatre</p>	<p>Session 1: Introduction to Diversity in Musical Theater</p> <ul style="list-style-type: none"> Discuss the importance of diversity and inclusion in musical theater. Introduce key concepts and terminology related to diversity and inclusion. Assign readings and viewings of diverse musical theater productions. <p>Session 2: Exploring Historical and Cultural Influences</p> <ul style="list-style-type: none"> Develop a dramatic interpretation demonstrating a critical understanding of historical and cultural influences in theater works. Research historical events and cultural contexts related to selected theater works. (SS) Discuss how historical and cultural influences shape storytelling and character development. <p>Session 3: Cooperating as a Creative Team</p> <ul style="list-style-type: none"> Cooperate as a creative team to make informative and analytical choices for theater works. Collaborate with classmates to analyze scripts and develop creative interpretations.

<p>2. To express their musical ideas, musicians analyze, evaluate, and refine 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>1. How, when, and why do theatre artists' choices change?</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">● Discuss the importance of teamwork and communication in theater production. <p>Session 4: Shaping Believable Characters</p> <ul style="list-style-type: none">● Discover how unique choices shape believable characters in theater works.● Analyze character motivations, relationships, and conflicts.● Experiment with different acting techniques and character choices in rehearsals. <p>Session 5: Influencing Character Choices</p> <ul style="list-style-type: none">● Identify essential text information and research sources to influence character choices.● Conduct research on historical periods, cultural traditions, and social issues relevant to theater works.● Discuss how research informs character development and performance choices. <p>Session 6: Responding to Theatrical Elements</p> <ul style="list-style-type: none">● Respond to what is seen, felt, and heard in theater works to develop criteria for artistic choices.● Attend live performances or view recordings of theater productions.
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<p>2. Theatre artists make choices to convey meaning.</p> <p>3. Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p>		<ul style="list-style-type: none"> ● Critically analyze performances, focusing on acting, directing, design, and overall storytelling. <p>Session 7: Applying Theater Elements to Evaluations</p> <ul style="list-style-type: none"> ● Apply theater elements and production values to formal and informal evaluations of theater works. ● Develop criteria for evaluating performances based on acting, directing, design, and thematic coherence. ● Provide constructive feedback to peers based on established criteria. <p>Session 8: Final Performances and Reflection</p> <ul style="list-style-type: none"> ● Perform the finalized theater productions for the class or invited audience. ● Reflect on the process of developing interpretations and collaborating as a creative team. ● Discuss insights gained about diversity and inclusion in musical theater through dramatic interpretation. <p>Assessment:</p> <ul style="list-style-type: none"> ● Participation in research activities and script analysis ● Development of dramatic interpretations and character choices ● Collaboration with peers in creative team exercises
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create</p> <ul style="list-style-type: none"> - (2) Organize and develop artistic ideas and work. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (5) Develop & refine artistic techniques & work for presentation. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic work. <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 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</p> <p>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</p>	

	<p>application of appropriate criteria.</p> <p>CONSOLIDATED EQ 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>	<ul style="list-style-type: none">● Analysis of theatrical elements in live performances or recordings● Application of theater elements and production values to evaluations of theater works <p>Resources:</p> <ul style="list-style-type: none">● Musical theater productions representing diverse cultural perspectives● Texts, articles, and videos on diversity and inclusion in theater● Research materials on historical and cultural influences in theater● Theater space or access to recordings for performance viewings <p>Interdisciplinary Connections:</p> <p>Social Studies (SS)</p>
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	<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 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>	<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 	<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>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>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 <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. ● 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 	<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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	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>
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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.	