

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:	Performance Expectation/s:		
Creating Imagine Envision Plan Construct Evaluate Clarify Realize Performing Establish	HS Accomplished 1.4.12acc.Cr3 a. Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work. b. Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.	Activity Description: Unit Title: Exploring LGBT and Disability Representation in Musical Theater Unit Overview: This unit will focus on exploring LGBT and disability representation in musical theater, emphasizing the development of believable characters through physical and vocal choices. Students will utilize the rehearsal process to analyze and revise	

<p>Analyze Choose Rehearse Share</p> <p>Connecting Incorporate Affect Expand</p>	<p>c. Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.</p> <p>HS Accomplished 1.4.12acc.Pr6 a. Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.</p> <p>HS Accomplished 1.4.12acc.Cn10 a. Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.</p>	<p>theater works, incorporating theatrical staging conventions to enhance storytelling. Additionally, students will re-imagine technical design choices to deepen the emotional impact of theater works addressing LGBT and disability themes. Through a creative process, students will produce theater works that reflect or question personal beliefs, selecting and interpreting scripts that resonate with them and their peers.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Explore physical and vocal choices to develop authentic characters in theater works. ● Use the rehearsal process to analyze and revise theater works using theatrical staging conventions. ● Re-imagine technical design choices to enhance the emotional impact of theater works. ● Produce theater works using a creative process tailored for specific audiences. ● Choose, interpret, and perform theater works that reflect or question personal beliefs.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Session 1: Introduction to LGBT and Disability Representation</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>	<ul style="list-style-type: none"> ● Discuss the importance of LGBT and disability representation in musical theater. ● Introduce key concepts and terminology related to LGBT and disability themes. ● Assign readings and viewings of musical theater productions featuring diverse characters and narratives.

<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>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>3. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>Theatre</p>	<p>Session 2: Exploring Physical and Vocal Choices</p> <ul style="list-style-type: none"> ● Explore physical and vocal choices to develop authentic characters in theater works. ● Engage in movement and voice exercises to embody diverse identities and experiences. ● Analyze how physicality and vocal inflection contribute to character development and storytelling. <p>Session 3: Analyzing and Revising Theater Works</p> <ul style="list-style-type: none"> ● Use the rehearsal process to analyze and revise theater works using theatrical staging conventions. ● Break down scripts into beats and analyze character motivations and relationships. ● Experiment with blocking, pacing, and stage directions to enhance dramatic tension and clarity. <p>Session 4: Re-imagining Technical Design Choices</p> <ul style="list-style-type: none"> ● Re-imagine technical design choices to enhance the emotional impact of theater works. ● Collaborate with classmates to brainstorm innovative design concepts. ● Experiment with lighting, sound, and set design to create immersive theatrical environments. <p>Session 5: Developing Creative Productions</p>
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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> <ol style="list-style-type: none"> 1. Theatre artists refine their work and practice their craft through rehearsal. 2. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. 3. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 	<ol style="list-style-type: none"> 1. How do theatre artists transform and edit their initial ideas? 2. What happens when theatre artists and audiences share creative experiences? 3. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? 	<ul style="list-style-type: none"> ● Produce theater works using a creative process tailored for specific audiences. ● Select scripts or devise original works that explore LGBT and disability themes. ● Develop rehearsal schedules, casting decisions, and production timelines. <p>Session 6: Rehearsing and Refining Performances</p> <ul style="list-style-type: none"> ● Rehearse scenes and musical numbers, focusing on character development and emotional authenticity. ● Receive feedback from peers and instructors, making adjustments as needed. ● Incorporate technical elements and staging conventions into rehearsals. <p>Session 7: Finalizing Productions</p> <ul style="list-style-type: none"> ● Finalize technical design choices and production elements for performances. ● Conduct dress rehearsals and technical run-throughs to ensure smooth execution. ● Discuss strategies for engaging with specific audiences and promoting inclusivity. <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 creating inclusive and authentic theater works.
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Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<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> <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 the impact of LGBT and disability representation in musical theater and its role in fostering empathy and understanding. <p>Assessment:</p> <ul style="list-style-type: none"> ● Participation in physical and vocal exercises and character development workshops ● Written analysis and revision of theater works using rehearsal process and staging conventions (LA) ● Creation of innovative technical design concepts and application in productions ● Production of theater works reflecting or questioning personal beliefs ● Performance evaluations based on character authenticity, staging effectiveness, and audience engagement <p>Resources:</p> <ul style="list-style-type: none"> ● Musical theater productions featuring LGBT and disability representation ● Texts, articles, and videos on LGBT and disability themes in theater ● Movement and voice exercises for character development ● Design software and materials for technical production concepts <p>Interdisciplinary Connections:</p>

	<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>	<p>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>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> <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</i></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 student’s IEP or 504, to improve student focus, comprehension and time on task. Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for 	<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><i>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>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.</p>		
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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 <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. 	<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 	<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. 	<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

<ul style="list-style-type: none"> ● 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>completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<p>opportunities, including grouping gifted students together to push each other academically.</p> <ul style="list-style-type: none"> ● 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.