



ESL
SCIENCE
BUSINESS
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MATHEMATICS
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WORLD LANGUAGES
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TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Fine & Performing Arts

Course: Musical Theater

Grade Level: 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Patricia Volino-Reinoso, Program Supervisor: VPS, FAC, Physical Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

Robert Van Wyk

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
MUSICAL THEATER
Grades 9 - 12

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

Musical Theater: Grades 9 - 12

PACING GUIDE

Unit	Title	Pacing
1	Connecting: Developing Audition Skills	6 weeks
2	Performing: Musical Theater Singing	4 weeks
3	Connecting: Musical Theater Song Interpretation	4 weeks
4	Performing: Musical Theater Dance	4 weeks
5	Responding: Connecting Musical Theaters Relationship to History and Culture	2 weeks
6	Performing: Musical Theater Scene Study	4 weeks
7	Connecting: Musical Theater Production	16 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.

	<ul style="list-style-type: none">● Emphasize critical information by highlighting it for the student.● Use graphic organizers.● Pre-teach or pre-view vocabulary.● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.● Provide audio versions of the textbooks.● Highlight textbooks/study guides.● Use supplementary materials.● Give assistance in note taking● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow student to answer orally, give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read question to student to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Connecting: Developing Audition Skills

Target Course/Grade Level: Musical Theater: Grades 9 - 12

Unit Summary: In musical theatre, auditioning is one of the most essential and recurring aspects of a performer's career. In this unit, students will explore the fundamentals of audition preparation, focusing on vocal technique, song interpretation, and performance presence. Through exposure to a wide range of repertoire from the musical theatre canon, students will learn how to select appropriate audition material, analyze character and context, and develop a confident, authentic performance. Each student will prepare and perform a 16–32 bar audition cut for peer critique, guided by a formal Audition Rubric. The unit will culminate in a final in-class or public performance, providing students with practical experience in a simulated audition setting.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.

- **1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.4.12prof.Pr6** – Use voice, sound, movement, and gestures to communicate emotions in an audience.
- **1.4.12acc.Cr3** – Practice and revise devised or scripted theatre work using theatrical staging conventions; includes exploring physical, vocal, and physiological character choices for authenticity.
- **1.4.12prof.Re7** – Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
- **1.4.12acc.Re8** – Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- **1.4.12acc.Re9** – Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- A. Reason quantitatively and use units to solve problems.
 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally) evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- Performing carefully supervised warm-ups and exercises on a daily basis is essential for acquiring proper vocal technique.
- Making music together includes the uniformity of vowels, blend of tone, and smooth transition between head and chest voice within the ensemble.
- The voice and body are an instrument that needs to be trained and maintained with great care.
- You need good diction and articulation skills to be heard and understood in order to communicate clearly, even while singing
- The voice and body are an instrument that needs to be trained and maintained with great care.
- Performing carefully supervised warm-up and exercises on a daily basis is essential for acquisition of proper vocal technique.
- The voice and body of the performing artist requires specific and daily care.
- Music, text, and movement can evoke emotion in a performer and audience. (AAH, HG, LGBTQ, AAPI)

- In musical theatre, music heightens the text so that they work together in a harmonious relationship.
- Musical theatre is a genre that combines the skills of acting, singing, and dancing.
- You must perform a choreographed dance with enthusiasm and execute with technique in an audition situation.
- Performing artists are always looking for a path for self-improvement in terms of mastering their craft and homing in on their creative ritual.
- Students will develop an understanding of the important role that the school performing arts program has within the community.
- The audition process is specific to each production; however, there are some common procedures that all auditions follow.
- Counting is essential in musical performance, and there is a systematic approach to subdivision.
- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- How do I manipulate my body to provide proper and healthy breath support?
- How do I utilize, identify, and develop the different registers of my voice?
- How do I blend the breaks/changes between those registers?
- How do I manipulate my instrument in order to develop a healthy tone?
- How do I keep my instrument in the best possible condition?
- What are the indicators and treatment/management of the unhealthy voice and body?
- Why is diction and articulation so important?
- Where do I place diction in order to achieve the greatest clarity?
- How does alignment, breath, resonance, placement, and articulation work together to produce a healthy and supported sound?
- How can music, text, movement evoke emotion?
- How does the text affect the performance of the music?
- How can I improve upon the last performance?
- What is the audition process?

Knowledge and Skills:

Students will know...

- That proper body alignment, breath support, and posture in both sitting and standing performance positions will help to develop a forward, clear head voice with proper vocal range.
- How to maintain vocal health through healthy habits.
- How to blend the breaks/changes between the registers in the voice.
- That there are brighter and darker tones in the voice depending on the register.
- The importance of performing with clear diction and articulation.
- The skill of maintaining a steady beat is developed through the use of a metronome and rehearsal experience.

- The use of their instrument to create a characteristic tone that is unique to them.
- When they are producing a healthy sound and how to maintain and support vocal health.
- How to perform by themselves in an audition situation from start to finish.
- How to shape their audition repertoire for an audition.
- The skills needed to successfully complete a professional audition.

Students will be able to...

- Identify and demonstrate appropriate posture, breathing mechanics, and diction.
- Demonstrate correct tone production and provide self-analysis of individual vocal goals.
- Identify the components of a comprehensive warm-up routine.
- Develop an understanding of the four basics of vocal production, posture, breathing, phonation-placement, and listening.
- Develop an understanding of the proper maintenance of the healthy voice and body.
- Identify and develop the different registers of their voice.
- Recognize proper body alignment, breath support, and posture in both sitting and standing performance positions to develop a forward, clear head voice.
- Develop how to create pure vowel sounds, and perform with technique for uniform consonant production.
- Develop an understanding of the proper maintenance of the healthy voice and body.
- Develop an understanding of the aesthetic meaning, focus, and literary tone of their audition repertoire.
- Perform a solo singing and group dance audition with professionalism.
- Prepare for a standard Musical Theatre audition.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Final Assessment: Performance Hearing:** Unit final assessments assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources) .
Musical Theater Performance Assessment Rubric
Rehearsal Assessment Rubric
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.

- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

*PERFORMANCES: Performance is the product of the process. It is important for the high school performing arts program to be active and present within the local, surrounding, and school community. Students will be assessed on both aspects of the process as well as the product of their work in public performance. These performance dates will be communicated in the syllabus and publicized on www.rahway.net.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warm-ups and Exercises:** Actively participate in daily physical and vocal warm-ups that promote healthy tone production, resonance, and phonation. Exercises include lip buzzes, singing on a “Zee” or “Ng” to activate the mask. Exercises crossing registers from top to bottom focusing on keeping a light quality.
- **Breath Support:** Group exercises with hissing or a “ssh” over varied lengths of note, focusing on moving air with zero tension.
- **Vowel Alignment:** Exercises where the performer sings/holds the same note and changes the vowel.
- **Consonants:** Exercises utilizing a plosive B or P to achieve a forward start to the sound.
- **Skips followed by a Descending Pattern:** Practicing large skips or an arpeggio followed by a descending scale helps find consistency throughout the range of their voice.
- **Emphasis on Creating Tall Sounds (Creating Space) .**
- Actively participate in any classroom discussions .
- Handouts or Worksheets as needed.
- Peer or Self-Journal/Responses.
- In-school master classes by approved industry professionals .
- In-class “workshop” sessions.
- Rehearsal Assessments.
- Performance Assessments.
- Actively participate in daily physical warm-ups.
- Actively participate in class vocal and acting exercises.
- Actively participate in any classroom discussions.
- Various media examples, including YouTube.com clips

- Students will complete the “Actor’s Homework” by reading their lyrics, inferring meaning, and rewriting their lyrics in their own words.
- Students will learn a choreographed dance combination to perform in groups as part of their in-class audition.
- Students will create and prepare for an audition to be presented in front of the class.
- Students will “workshop” their audition for peer and teacher critique as a way to prepare for their in-class audition.
- Students will record their own performances and then review their work.

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Lesson Plans
- <http://www.youtube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Emmons, S & Chase, C. (2014). *Prescriptions for Choral Excellence*. 1st edition. New York: Oxford University Press.
- Building Beautiful Voices (Warmups and Technique Exercises)- Paul Newsheim and Weston Noble
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- | | |
|---|---------------------|
| ● Computers/Chromebooks. | ● Sound System. |
| ● Internet Connectivity. | ● Empty Stage. |
| ● Document Camera / Projection White Board. | ● Dance Room (Mirro |
| ● Electric Keyboard. | |

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Connecting: Musical Theater Song Interpretation

Target Course/Grade Level: Musical Theater: Grades 9-12

Unit Summary: Song interpretation is a cornerstone of musical theater, allowing performers to convey character, emotion, and narrative through song. This unit is designed to help students develop skills to interpret, perform, and evaluate musical theater songs with authenticity and artistry. Students will explore how musical elements—such as melody, harmony, rhythm, and dynamics—combine with lyrical content and dramatic context to evoke emotional responses in performers and audiences. Using established criteria and appropriate musical theater terminology, students will analyze and critique their own performances and those of others. The unit will foster connections between musical theater, other performing arts (e.g., acting, dance), and other external disciplines, deepening students’ understanding of how song interpretation communicates universal human experiences.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

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- **1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- **1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- **1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.4.12prof.Pr6** – Use voice, sound, movement, and gestures to communicate emotions in an audience.
- **1.4.12acc.Cr3** – Practice and revise devised or scripted theatre work using theatrical staging conventions; includes exploring physical, vocal, and physiological character choices for authenticity.
- **1.4.12prof.Re7** – Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
- **1.4.12acc.Re8** – Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- **1.4.12acc.Re9** – Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

Career Readiness, Life Literacies, and Key Skills:

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- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
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- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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NJSLS for Mathematics:

- A. Reason quantitatively and use units to solve problems.
 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
 1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

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- L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Unit Understandings:

Students will understand that...

- Performing carefully supervised warm-ups and exercises on a daily basis is essential for acquisition of proper vocal technique.
- Song interpretation in musical theater is a powerful tool for storytelling and emotional expression. By integrating vocal technique, acting, and musical analysis, performers convey a character's motivations, emotions, and narrative arc to engage audiences. (AAH, HG, LGBTQ, AAPI)
- Musical elements shape a song's dramatic impact. Melody, harmony, rhythm, dynamics, and phrasing work together to enhance a song's emotional resonance and reflect a character's journey in a musical theater context. (AAH, HG, LGBTQ, AAPI)
- Character-driven choices are essential to authentic performance. Understanding a song's dramatic context, subtext, and character objectives allows performers to make intentional interpretive choices that bring a story to life. (AAH, HG, LGBTQ, AAPI)

- Evaluating performances deepens artistic growth. Using established criteria and musical theater terminology to critique performances fosters critical thinking and refines students' own interpretive and performance skills.
- Musical theater connects to other arts and disciplines. Songs draw on elements of literature, dance, visual arts, and disciplines like psychology and history, enriching interpretation and broadening understanding of human experiences. (AAH, HG, LGBTQ, AAPI)
- Cultural and historical contexts influence song interpretation. The social, historical, or cultural background of a musical shapes how performers interpret songs and how audiences perceive them, adding depth to performance choices. (AAH, HG, LGBTQ, AAPI)
- Reflection enhances personal and artistic development. Analyzing and reflecting on their interpretive process helps performers refine their skills, connect emotionally with their material, and grow as artists.
- The voice and body of the performing artist require specific and daily care.
- Music, text, and movement can evoke emotion in a performer and audience. (AAH, HG, LGBTQ, AAPI)
- In musical theatre, music heightens the text so that they work together in a harmonious relationship.
- Musical theatre is a genre that combines the skills of acting, singing, and dancing.
- You must perform a choreographed dance with enthusiasm and execute with technique in an audition situation.
- Performing artists are always looking for a path for self-improvement in terms of mastering their craft and homing in on their creative ritual.
- Students will develop an understanding of the important role that the school performing arts program has within the community.
- The audition process is specific to each production; however, there are some common procedures that all auditions do follow.
- Counting is essential in musical performance and there is a systematic approach to subdivision.
- Music is a layered and cumulative experience with one concept building on the next. (AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- How does song interpretation in musical theater convey a character's story and emotions to an audience?
- How do musical elements, such as melody, harmony, and dynamics, enhance the dramatic impact of a musical theater song?
- What role do character objectives and subtext play in creating authentic and compelling song interpretations?
- How can analyzing and critiquing performances improve our own interpretive and performance skills?
- In what ways does musical theater connect to other arts and disciplines, such as literature, dance, or psychology?

- How do cultural and historical contexts shape the interpretation and reception of musical theater songs?
- How does reflecting on our interpretive process deepen our connection to the music and our growth as performers?

Knowledge and Skills:

Students will know...

- The role of musical elements in song interpretation. Students will know how melody, harmony, rhythm, dynamics, and phrasing contribute to a musical theater song's emotional and dramatic impact.
- The importance of character objectives and subtext in performance. Students will know how to identify a character's motivations, emotional arc, and lyrical subtext to inform authentic interpretive choices in songs.
- Criteria for evaluating musical theater performances. Students will know established criteria for assessing performances, including vocal accuracy, emotional delivery, stage presence, and character portrayal, to provide constructive feedback.
- Techniques for integrating vocal and acting skills in performance. Students will know how to combine vocal techniques (e.g., breath support, diction) with acting techniques (e.g., physicality, facial expression) to deliver compelling song interpretations.
- Connections between musical theater and other disciplines. Students will know how musical theater songs relate to literature (lyrics as poetry), psychology (character motivations), history (cultural context), and other arts like dance or visual design. (AAH, HG, LGBTQ, AAPI)
- The cultural and historical context of musical theater repertoire. Students will know how a musical's social, cultural, or historical background influences its songs. (AAH, HG, LGBTQ, AAPI)
- The value of reflection in the interpretive process. Students will know how reflecting on their performance choices and emotional connection to a song enhances their artistic growth and deepens their understanding of the material.

Students will be able to...

- Analyze musical and dramatic elements to inform song interpretation. Students will be able to examine a song's melody, harmony, rhythm, dynamics, phrasing, lyrics, and dramatic context to develop character-driven interpretive choices.
- Perform musical theater songs with vocal accuracy and emotional authenticity. Students will be able to sing songs with proper vocal technique (e.g., breath support, diction) and expressive acting choices that reflect a character's motivations and emotions.
- Integrate acting and vocal techniques to convey character and narrative. Students will be able to combine physicality, facial expressions, and vocal phrasing to deliver compelling performances that advance the story.

- Connect musical theater songs to other arts and disciplines. Students will be able to identify and articulate relationships between songs and literature (lyrics as poetry), psychology (character motivations), history, or other arts like dance or visual design. (AAH, HG, LGBTQ, AAPI)
- Incorporate cultural and historical contexts into song interpretation. Students will be able to use the cultural or historical background of a musical to inform performance choices and enhance authenticity. (AAH, HG, LGBTQ, AAPI)
- Reflect on their interpretive process to deepen artistic growth. Students will be able to articulate how their preparation and performance of a song impacted their emotional connection, technical skills, and understanding of the material through written or oral reflection.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Final Assessment: Performance Hearing: Unit Final Assessments** assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
Musical Theater Performance Assessment Rubrics
Musical Connections Assessment Rubrics
Rehearsal Assessment Rubric
- **Self Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

*PERFORMANCES: Performance is the product of the process. It is important for the high school performing arts program to be active and present within the local, surrounding and school community. Students will be assessed on both aspects of the process as well as the product of their work in public performance. These performance dates will be communicated in the syllabus and publicized on www.rahway.net.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed .
- Peer or Self Journal/Responses .
- In-school master classes by approved industry professionals.
- In class “workshop” sessions .
- Rehearsal Assessments .
- Performance Assessments.
- Actively participate in daily physical warm-ups.
- Actively participate in class vocal and acting exercises.
- Actively participate in any classroom discussions.
- Various media examples, including YouTube.com clips.
- Students will complete the “Actor’s Homework” by reading their lyrics, inferring meaning, and re-writing their lyrics in their own words.
- Students will learn a choreographed dance combination to perform in groups as part of their in-class Audition.
- Students will create and prepare for an audition to be presented in front of the class.
- Students will “workshop” their audition for peer and teacher critique as a way to prepare for their in-class Audition.
- Students will record their own performances and then review their work.

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Lesson Plans
- <http://www.youtube.com>
- Elliott, D. (2014). Music Matters: A New Philosophy of Music Education. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). A Philosophy of Music Education. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Emmons, S & Chase, C. (2014). Prescriptions for Choral Excellence. 1st editions. New York: Oxford University Press.

- Building Beautiful Voices (Warmups and Technique Exercises)- Paul Newsheim and Weston Noble
- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System
- Empty Stage
- Dance Room (Mirror)

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Performing: Musical Theater Dance

Target Course/Grade Level: Musical Theater: Grades 9 - 12

Unit Summary: Dance is a vital component of musical theater, serving as a dynamic medium for storytelling, character expression, and audience engagement. This unit is designed to help students develop skills to perform dance in a musical theater context, integrating choreography with character-driven movement and narrative. Students will explore how dance elements—such as rhythm, dynamics, spatial patterns, and gesture—enhance the emotional and dramatic impact of musical theater performances. Using established criteria and appropriate dance terminology, students will evaluate and provide feedback on their own and others' dance performances. The unit will foster connections between dance, other performing arts (acting, singing), and disciplines outside the arts, deepening students' understanding of how dance communicates universal themes and cultural narratives.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3C.12int.Pr5a:** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- **1.3C.12nov.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.4.12prof.Pr6** – Use voice, sound, movement, and gestures to communicate emotions in an audience.
- **1.4.12acc.Cr3** – Practice and revise devised or scripted theatre work using theatrical staging conventions; includes exploring physical, vocal, and physiological character choices for authenticity.
- **1.4.12prof.Re7** – Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
- **1.4.12acc.Re8** – Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
- **1.4.12acc.Re9** – Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- A. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
 1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1.** Demonstrate command of the system and structure of the english language when writing or speaking.
- **L.KL.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
 - A. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally) evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- Performing carefully supervised warm-up and exercises on a daily basis is essential for acquisition of proper vocal technique.
- Dance in musical theater is a powerful tool for storytelling and emotional expression. Choreography integrates movement, character, and narrative to convey emotions and advance the plot, engaging audiences in a dynamic way.
- Dance elements shape the dramatic impact of a performance. Rhythm, dynamics, spatial patterns, levels, and gestures work together to enhance a musical theater number's emotional resonance and character portrayal.
- Character-driven movement is essential to authentic dance performance. Understanding a character's objectives, emotions, and context allows performers to

create choreography and movement that authentically reflect the story, enhancing believability. (AAH, HG, LGBTQ, AAPI)

- Evaluating dance performances fosters artistic growth. Using criteria and dance terminology to analyze performances deepens students' understanding of choreography and refines their own performance skills.
- Musical theater dance connects to other arts and disciplines. Dance draws on acting, music, visual arts, and disciplines like history and kinesiology, enriching performance and broadening perspectives on human experiences. (AAH, HG, LGBTQ, AAPI)
- Cultural and historical contexts influence dance interpretation. The social, cultural, or historical background of a musical shapes choreography and performance choices, impacting how dances are created and perceived by audiences. (AAH, HG, LGBTQ, AAPI)
- Reflection enhances personal and artistic development. Reflecting on their choreographic and performance process helps dancers connect emotionally with their material, refine technical skills, and grow as artists.
- Performing carefully supervised warm-up and exercises on a daily basis is essential for acquisition of proper dance technique.
- The voice and body of the performing artist requires specific and daily care.
- Music, text, and movement can evoke emotion in a performer and audience. (AAH, HG, LGBTQ, AAPI)
- In musical theatre, music heightens the text so that they work together in a harmonious relationship.
- Musical Theatre is a genre that combines the skills of acting, singing, and dancing.
- You must perform a choreographed dance with enthusiasm and execute with technique in an audition situation.
- Performing artists are always looking for a path for self-improvement in terms of mastering their craft and homing in on their creative ritual.
- Students will develop an understanding of the important role that the school performing arts program has within the community.
- The audition process is specific for each production; however, there are some common procedures that all auditions do follow.
- Counting is essential in musical performance and there is a systematic approach to subdivision.
- Music is a layered and cumulative experience with one concept building on the next. (AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- How does dance in musical theater enhance storytelling and emotional expression?
- How do dance elements like rhythm, dynamics, and spatial patterns contribute to the dramatic impact of a musical theater performance?
- What role do character objectives and dramatic context play in creating authentic and engaging dance performances?
- How can analyzing and critiquing dance performances improve our own movement and interpretive skills?

- In what ways does musical theater dance connect to other arts and disciplines, such as music, acting, or kinesiology?
- How do cultural and historical contexts shape the choreography and interpretation of musical theater dance?
- How does reflecting on our dance performance process deepen our connection to the material and our growth as artists?

Knowledge and Skills:

Students will know...

- The role of dance elements in musical theater choreography. Students will know how rhythm, dynamics, spatial patterns, levels, and gestures contribute to the emotional and narrative impact of dance in musical theater.
- The importance of character objectives and dramatic context in dance performance. Students will know how to identify a character's motivations, emotional arc, and narrative role to inform movement choices.
- Key dance terminology for analysis and critique. Students will know terms such as "plié," "motif," "dynamics," "spatial pattern," "syncopation," and "choreographic device" to describe and evaluate dance performances accurately.
- Criteria for evaluating musical theater dance performances. Students will know established criteria for assessing performances, including technical proficiency, expressive movement, character portrayal, and storytelling, to provide constructive feedback.
- Techniques for integrating dance with theatrical performance. Students will know how to combine dance techniques (alignment, coordination, timing) with acting skills (physicality, emotional expression) to deliver cohesive musical theater performances.
- Connections between musical theater dance and other disciplines. Students will know how dance relates to music, acting, and history/cultural influences, enhancing performance and understanding.
- The cultural and historical context of musical theater choreography. Students will know how a musical's social, cultural, or historical background shapes its dance style.
- The value of reflection in the choreographic and performance process. Students will know how reflecting on their movement choices and performance experiences strengthens their technical skills, emotional connection, and growth as artists.
- How dance can be used to elevate a moment when words and music are not enough to express it.
- How to be an effective storyteller through movement through the manipulation of time, space, and energy.

Students will be able to...

- Analyze musical and dramatic elements to inform choreographic choices. Students will be able to examine a musical theater piece’s music, lyrics, and narrative context to create or adapt choreography that reflects character emotions and storytelling.
- Perform dance sequences with technical accuracy and expressive movement. Students will be able to execute choreography with proper technique (e.g., alignment, coordination, timing) and expressive intent.
- Integrate character-driven movement with theatrical performance. Students will be able to combine dance techniques with acting skills.
- Connect musical theater dance to other arts and disciplines. Students will be able to identify and articulate relationships between dance and music, acting, or history/cultural influences.
- Incorporate cultural and historical contexts into dance performance. Students will be able to use a musical’s cultural or historical background to inform movement choices.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Final Assessment: Performance Hearing Assessment:** assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
Musical Theater Performance Assessment Rubrics
Musical Connections Assessment Rubrics
Rehearsal Assessment Rubric
- **Self Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

*PERFORMANCES: Performance is the product of the process. It is important for the high school performing arts program to be active and present within the local, surrounding and school community. Students will be assessed on both aspects of the process as well as the product of their work in public performance. These

performance dates will be communicated in the syllabus and publicized on www.rahway.net.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions
- Students learn a short choreographed combination in a musical theater dance style
- Students listen to a musical theater-style instrumental track and identify its musical elements. In small groups, they create a short 8-count movement motif that reflects a specific character
- Students research a cultural dance style relevant to musical theater
- After rehearsing and performing a short dance sequence, students write a journal entry reflecting on their process. They describe how their movement choices conveyed character or emotion, how technical practice improved their skills, and how the experience connected to their understanding of musical theater dance.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- In-school master classes by approved industry professionals
- In class “workshop” sessions
- Rehearsal Assessments
- Performance Assessments
- Actively participate in daily physical warm-ups.
- Actively participate in class vocal and acting exercises.
- Actively participate in any classroom discussions.
- Various media examples, including YouTube.com clips
- Students will complete the “Actor’s Homework” by reading their lyrics, inferring meaning, and re-writing their lyrics in their own words.
- Students will learn a choreographed dance combination to perform in groups as part of their in-class Audition.
- Students will create and prepare for an audition to be presented in front of the class.
- Students will “workshop” their audition for peer and teacher critique as a way to prepare for their in-class Audition.
- Students will self-tape their own performances and self-assess their work.

RESOURCES

Teacher Resources:

- Screencastify
- Lesson Plans
- <http://www.youtube.com>
- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. GIA Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. GIA Publications

Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System
- Empty Stage
- Dance Room (Mirror)

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Responding: Connecting Musical Theaters Relationship to History and Culture

Target Course/Grade Level: Musical Theater: Grades 9 - 12

Unit Summary: Music, Theater, Dance throughout history have been a way for people to express themselves. A culture's traditions and history are told through its art. This unit is designed to help students explore the genres, style, creators, and historical background of the repertoire being studied. Students will develop skills to evaluate and communicate about musical theater performances. Students will use established criteria and appropriate terminology to write critiques of musical theater performances. This unit will build relationships between musical theater, the other arts, and disciplines outside the arts.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.1.12prof.Cr1a:** Collaborate to design and execute choreography that explores a variety of movement qualities and dynamics that reflect the use of the elements of dance. Establish and apply aesthetic criteria to choreograph a dance that communicates personal, cultural, or historical ideas or narratives.
- **1.1.12prof.Cr2a:** Create a dance sequence that demonstrates understanding of choreographic forms and structures through the manipulation of the elements of dance, utilizing choreographic devices to communicate an idea or narrative.
- **1.1.12prof.Pr4a:** Demonstrate movement that reflects a synthesis of personal style with technical proficiency in a selected dance genre or style to communicate a theme or concept.
- **1.1.12prof.Pr5a:** Demonstrate the ability to adapt dance to a variety of performance venues while maintaining safe and appropriate body use and movement skills.
- **1.1.12prof.Re7a:** Analyze and discuss the use of the elements of dance in a variety of genres, styles, or cultural movement practices to communicate intent, meaning, or perspective.
- **1.1.12prof.Re8a:** Use artistic criteria to critique a dance and provide evidence to support an interpretation of the choreographer's intent.

- **1.1.12prof.Cn10a:** Analyze the impact of dance in various historical, social, or cultural contexts and discuss how dance reflects, responds to, or shapes issues within society.
- **1.1.12prof.Cn11a:** Research how other art forms, academic disciplines, and cultural practices relate to dance, and incorporate findings into the creation and performance of dance.
- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.4.12prof.Pr6** – Use voice, sound, movement, and gestures to communicate emotions in an audience
- **1.4.12acc.Cr3** – Practice and revise devised or scripted theatre work using theatrical staging conventions; includes exploring physical, vocal, and physiological character choices for authenticity
- **1.4.12prof.Re7** – Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices
- **1.4.12acc.Re8** – Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works
- **1.4.12acc.Re9** – Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.

- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- A. Reason quantitatively and use units to solve problems.
 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
 1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
 - A. Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issues, building on each others' ideas clearly and persuasively.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally) evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- Music, theater, dance are a way for people to express themselves
- Musical theater is a source for the most personal experience as well as the most communal
- Musical theater has influenced world cultures throughout history.
- The study, analysis and resulting performance of musical theater repertoire contributes not only to a comprehensive arts education, but also to the appreciation and respect of other world cultures and societies.
- Music, theater, dance have always been intertwined with various cultures. Various factors influenced how society/culture acted in response to artistic creation.
- Knowledge can be gained through careful critique and analysis on musical theater performance.
- Musical theater is a layered and cumulative experience with one concept building on the next. (AAH, HG, LGBTQ, AAPI)
- Musical theater reflects the historical and cultural context in which it was created, revealing societal values, events, and traditions (AAH, HG, LGBTQ, AAPI)
- Historical and cultural contexts influence elements such as melody, rhythm, harmony, and instrumentation, dance, movement, characterization (AAH, HG, LGBTQ, AAPI)
- Analyzing music theater repertoire from different cultures, styles, and time periods enhances one's ability to appreciate and interpret musical works (AAH, HG, LGBTQ, AAPI)
- Reflecting on musical theater's historical and cultural significance deepens one's connection to the arts and informs performance decisions (AAH, HG, LGBTQ, AAPI)
- Musical theater can serve as a tool for cultural preservation and cross-cultural understanding, bridging historical periods and global traditions (AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What do I listen for in musical theater?
- How do the elements of music help me to improve my understanding of musical theater performance?
- Why do we appreciate certain types of musical theater and certain creators?
- What is the director, choreographer, composer's intent?
- What artistic choices have been made?

- What do the artistic choices represent?
- How do the arts represent the culture, time period that it comes from?
- What is the impact of the arts on culture and history?
- How do the traits of different cultures influence the arts they produce?
- How does the arts reflect the historical events, societal values, and cultural traditions of the time and place in which it was created?
- In what ways do cultural and historical contexts influence the artistic elements of a piece?
- How can understanding the historical and cultural context of a piece of music deepen our appreciation and interpretation of it?
- How does musical theater serve as a tool for preserving cultural identity and fostering cross-cultural understanding across time periods and global traditions?
- How can reflecting on the historical and cultural significance of musical theater inform our own performances and creations?

Knowledge and Skills:

Students will know...

- Develop an appreciation and understanding of the importance of musical theater within culture.
- Develop the skills to understand how culture/society defines art and how art defines culture/society.
- How to compare musical theater works and note similarities and differences
- How to compare and contrast the artistic vocabulary when discussing a musical theater work.
- How to describe compositional elements in repertoire being studied that may convey a particular emotion or mood.
- How to discuss the qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers from other cultures or past history.
- Key historical periods and events that have influenced the development of musical theater
- The cultural traditions and societal values reflected in music theater from different cultures and styles.
- The emotional and aesthetic characteristics of music from different historical and cultural contexts
- The role of musical theater in preserving cultural identity and fostering cross-cultural understanding, including examples like folk songs, spirituals, and global music traditions

Students will be able to...

- Listen to/watch recordings of musical theater and analyze and discuss elements of the composition and interpretation as it pertains to history/culture
- Analyze musical works being rehearsed and compositional elements that affect performance.

- Reflect on the emotional and aesthetic impact of a piece, connecting its historical and cultural context to its mood and meaning.
- Apply their understanding of historical and cultural contexts to inform performances, making intentional choices.
- Discuss how musical theater preserves cultural identity and fosters cross-cultural understanding, using specific examples from different time periods and traditions.
- Analyze musical theater repertoire to identify its genre, style, and historical/cultural context. Students will be able to examine a musical theater work's musical elements, narrative, and staging to determine its genre (golden age, contemporary, jukebox) and style, connecting it to its historical or cultural origins.
- Research and discuss the contributions of key creators in musical theater. Students will be able to investigate the roles of composers, lyricists, choreographers, directors, and performers, articulating how their contributions shaped specific works and the broader evolution of musical theater.
- Perform musical theater excerpts with awareness of historical and cultural influences. Students will be able to sing, act, or dance in selected repertoire, incorporating stylistic and cultural elements to reflect the work's historical context and artistic intent.
- Connect musical theater to other arts and disciplines.
- Reflect on their performance and research process to deepen artistic and cultural understanding.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Class Discussion:** even in smaller information chunks, for ex. padlet
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Journal Responses:** A process in which students collect information and communicate opinions about their musical process/journey. What do they hear? Why do they hear it? This process develops their progress toward their musical opinions, their intended learning goals, and plan the next steps in their learning. Musical Connections Assessment Rubrics
- **Student Lesson/Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging,

conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

- **Final Assessment:** Students, in pairs or small groups, create a 5-minute “mini-documentary” (video) exploring the cultural and historical significance of a musical theater work or genre. They research its creators, societal context, and impact, presenting how it reflects or shapes cultural narratives, supported by examples like music clips or images.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Students select a musical theater creator (e.g., composer, lyricist, choreographer, director) and research their contributions to the field, focusing on how their work influenced specific styles or cultural movements. They create a 3-5 minute oral or digital presentation, video highlighting the creator’s career, key works, and impact, sharing findings with the class.
- Students learn and perform a short musical theater excerpt in a specific historical or cultural style. They incorporate vocal, acting, or dance techniques that reflect the style’s cultural context, such as period-specific vocal phrasing or movement patterns, and perform for the class.
- Various media examples, including youtube.com clips
- In-school master classes by approved industry professionals
- Various Forms of Communicating: Vlog, Audio Interview or Podcast, Written Responses, Slide Show, etc

RESOURCES

Teacher Resources:

- Screencastify
- Lesson Plans
- <http://www.youtube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.

- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications.

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Connecting: Musical Theater Production

Target Course/Grade Level: Musical Theater: Grades 9 - 12

Unit Summary: Dance is a vital component of musical theater, serving as a dynamic medium for storytelling, character expression, and audience engagement. This unit is designed to help students develop skills to perform dance in a musical theater context, integrating choreography with character-driven movement and narrative. Students will explore how dance elements—such as rhythm, dynamics, spatial patterns, and gesture—enhance the emotional and dramatic impact of musical theater performances. Using established criteria and appropriate dance terminology, students will evaluate and provide feedback on their own and others' dance performances. The unit will foster connections between dance, other performing arts (acting, singing), and disciplines outside the arts, deepening students' understanding of how dance communicates universal themes and cultural narratives.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.1.12prof.Cr1a:** Collaborate to design and execute choreography that explores a variety of movement qualities and dynamics that reflect the use of the elements of dance. Establish and apply aesthetic criteria to choreograph a dance that communicates personal, cultural, or historical ideas or narratives.
- **1.1.12prof.Cr2a:** Create a dance sequence that demonstrates understanding of choreographic forms and structures through the manipulation of the elements of dance, utilizing choreographic devices to communicate an idea or narrative.
- **1.1.12prof.Pr4a:** Demonstrate movement that reflects a synthesis of personal style with technical proficiency in a selected dance genre or style to communicate a theme or concept.
- **1.1.12prof.Pr5a:** Demonstrate the ability to adapt dance to a variety of performance venues while maintaining safe and appropriate body use and movement skills.
- **1.1.12prof.Re7a:** Analyze and discuss the use of the elements of dance in a variety of genres, styles, or cultural movement practices to communicate intent, meaning, or perspective.

- **1.1.12prof.Re8a:** Use artistic criteria to critique a dance and provide evidence to support an interpretation of the choreographer's intent.
- **1.1.12prof.Cn10a:** Analyze the impact of dance in various historical, social, or cultural contexts and discuss how dance reflects, responds to, or shapes issues within society.
- **1.1.12prof.Cn11a:** Research how other art forms, academic disciplines, and cultural practices relate to dance, and incorporate findings into the creation and performance of dance.
- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.4.12prof.Pr6** – Use voice, sound, movement, and gestures to communicate emotions in an audience
- **1.4.12acc.Cr3** – Practice and revise devised or scripted theatre work using theatrical staging conventions; includes exploring physical, vocal, and physiological character choices for authenticity
- **1.4.12prof.Re7** – Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices
- **1.4.12acc.Re8** – Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works
- **1.4.12acc.Re9** – Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- A. Reason quantitatively and use units to solve problems.
 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
 1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1.** Demonstrate command of the system and structure of the english language when writing or speaking.
- **L.KL.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally) evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- Performing carefully supervised warm-up and exercises on a daily basis is essential for acquisition of proper vocal technique.
- Dance in musical theater is a powerful tool for storytelling and emotional expression. Choreography integrates movement, character, and narrative to convey emotions and advance the plot, engaging audiences in a dynamic way.
- Dance elements shape the dramatic impact of a performance. Rhythm, dynamics, spatial patterns, levels, and gestures work together to enhance a musical theater number's emotional resonance and character portrayal.
- Character-driven movement is essential to authentic dance performance. Understanding a character's objectives, emotions, and context allows performers to create choreography and movement that authentically reflect the story, enhancing believability. (AAH, HG, LGBTQ, AAPI)
- Evaluating dance performances fosters artistic growth. Using criteria and dance terminology to analyze performances deepens students' understanding of choreography and refines their own performance skills.
- Musical theater dance connects to other arts and disciplines. Dance draws on acting, music, visual arts, and disciplines like history and kinesiology, enriching performance and broadening perspectives on human experiences. (AAH, HG, LGBTQ, AAPI)
- Cultural and historical contexts influence dance interpretation. The social, cultural, or historical background of a musical shapes choreography and performance choices, impacting how dances are created and perceived by audiences. (AAH, HG, LGBTQ, AAPI)
- Reflection enhances personal and artistic development. Reflecting on their choreographic and performance process helps dancers connect emotionally with their material, refine technical skills, and grow as artists.
- Performing carefully supervised warm-up and exercises on a daily basis is essential for acquisition of proper dance technique.
- The voice and body of the performing artist requires specific and daily care.
- Music, text, and movement can evoke emotion in a performer and audience. (AAH, HG, LGBTQ, AAPI)
- In musical theatre, music heightens the text so that they work together in a harmonious relationship.

- Musical Theatre is a genre that combines the skills of acting, singing, and dancing.
- You must perform a choreographed dance with enthusiasm and execute with technique in an audition situation.
- Performing artists are always looking for a path for self-improvement in terms of mastering their craft and homing in on their creative ritual.
- Students will develop an understanding of the important role that the school performing arts program has within the community.
- The audition process is specific for each production; however, there are some common procedures that all auditions do follow.
- Counting is essential in musical performance and there is a systematic approach to subdivision.
- Music is a layered and cumulative experience with one concept building on the next. (AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- How does dance in musical theater enhance storytelling and emotional expression?
- How do dance elements like rhythm, dynamics, and spatial patterns contribute to the dramatic impact of a musical theater performance?
- What role do character objectives and dramatic context play in creating authentic and engaging dance performances?
- How can analyzing and critiquing dance performances improve our own movement and interpretive skills?
- In what ways does musical theater dance connect to other arts and disciplines, such as music, acting, or kinesiology?
- How do cultural and historical contexts shape the choreography and interpretation of musical theater dance?
- How does reflecting on our dance performance process deepen our connection to the material and our growth as artists?

Knowledge and Skills:

Students will know...

- The role of dance elements in musical theater choreography. Students will know how rhythm, dynamics, spatial patterns, levels, and gestures contribute to the emotional and narrative impact of dance in musical theater.
- The importance of character objectives and dramatic context in dance performance. Students will know how to identify a character's motivations, emotional arc, and narrative role to inform movement choices.
- Key dance terminology for analysis and critique. Students will know terms such as "plié," "motif," "dynamics," "spatial pattern," "syncopation," and "choreographic device" to describe and evaluate dance performances accurately.
- Criteria for evaluating musical theater dance performances. Students will know established criteria for assessing performances, including technical proficiency, expressive movement, character portrayal, and storytelling, to provide constructive feedback.

- Techniques for integrating dance with theatrical performance. Students will know how to combine dance techniques (alignment, coordination, timing) with acting skills (physicality, emotional expression) to deliver cohesive musical theater performances.
- Connections between musical theater dance and other disciplines. Students will know how dance relates to music, acting, and history/cultural influences, enhancing performance and understanding.
- The cultural and historical context of musical theater choreography. Students will know how a musical's social, cultural, or historical background shapes its dance style.
- The value of reflection in the choreographic and performance process. Students will know how reflecting on their movement choices and performance experiences strengthens their technical skills, emotional connection, and growth as artists.
- How dance can be used to elevate a moment when words and music are not enough to express it.
- How to be an effective storyteller through movement by manipulating time, space, and energy.

Students will be able to...

- Analyze musical and dramatic elements to inform choreographic choices. Students will be able to examine a musical theater piece's music, lyrics, and narrative context to create or adapt choreography that reflects character emotions and storytelling.
- Perform dance sequences with technical accuracy and expressive movement. Students will be able to execute choreography with proper technique (e.g., alignment, coordination, timing) and expressive intent.
- Integrate character-driven movement with theatrical performance. Students will be able to combine dance techniques with acting skills.
- Connect musical theater dance to other arts and disciplines. Students will be able to identify and articulate relationships between dance and music, acting, or history/cultural influences.
- Incorporate cultural and historical contexts into dance performance. Students will be able to use a musical's cultural or historical background to inform movement choices.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- **Final Assessment- Performance Hearing Assessment:** Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
Musical Theater Performance Assessment Rubrics
Musical Connections Assessment Rubrics
Rehearsal Assessment Rubric
- **Self Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

*PERFORMANCES: Performance is the product of the process. It is important for the high school performing arts program to be active and present within the local, surrounding and school community. Students will be assessed on both aspects of the process as well as the product of their work in public performance. These performance dates will be communicated in the syllabus and publicized on www.rahway.net.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions.
- Students learn a short choreographed combination in a musical theater dance style.
- Students listen to a musical theater-style instrumental track and identify its musical elements. In small groups, they create a short 8-count movement motif that reflects a specific character.
- Students research a cultural dance style relevant to musical theater.
- After rehearsing and performing a short dance sequence, students write a journal entry reflecting on their process. They describe how their movement choices conveyed character or emotion, how technical practice improved their skills, and how the experience connected to their understanding of musical theater dance.
- Handouts or Worksheets as needed.
- Peer or Self-Journal/Responses.
- In-school master classes by approved industry professionals.
- In class “workshop” sessions
- Rehearsal Assessments.
- Performance Assessments.

- Actively participate in daily physical warm-ups.
- Actively participate in class vocal and acting exercises.
- Actively participate in any classroom discussions.
- Various media examples, including YouTube.com clips
- Students will complete the “Actor’s Homework” by reading their lyrics, inferring meaning, and re-writing their lyrics in their own words.
- Students will learn a choreographed dance combination to perform in groups as part of their in-class Audition.
- Students will create and prepare for an audition to be presented in front of the class.
- Students will “workshop” their audition for peer and teacher critique as a way to prepare for their in-class Audition.
- Students will record their own performances and then review their work.

RESOURCES

Teacher Resources:

- Screencastify
- Lesson Plans
- <http://www.youtube.com>
- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System
- Empty Stage
- Dance Room (Mirror)

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Performing: Musical Theater Scene Study

Target Course/Grade Level: Musical Theater: Grades 9 - 12

Unit Summary: In this culminating unit, students will synthesize their skills in acting, singing, and dance to produce a fully staged musical theater production, showcasing their artistic growth and collaborative abilities. Students will engage in the entire production process, rehearsing and performing, while applying techniques in character development, vocal performance, choreography, and ensemble work. Through script analysis, historical/cultural research, and interdisciplinary collaboration, students will create a cohesive and impactful performance that reflects the themes and context of the chosen musical. This unit emphasizes teamwork, creative problem-solving, and professional theater practices, culminating in a public or classroom performance.

Approximate Length of Unit: 16 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

- **1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.4.12prof.Pr6** – Use voice, sound, movement, and gestures to communicate emotions in an audience
- **1.4.12acc.Cr3** – Practice and revise devised or scripted theatre work using theatrical staging conventions; includes exploring physical, vocal, and physiological character choices for authenticity
- **1.4.12prof.Re7** – Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices
- **1.4.12acc.Re8** – Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works
- **1.4.12acc.Re9** – Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- A. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A. Interpret the structure of expressions
 1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **SL.PE.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher led) with peers, on grades 9/10 topics, texts, and issues, building on each others' ideas clearly and persuasively.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally) evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6.** Adapt speech to a variety of contexts and tasks demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- A successful musical theater production requires the integration of acting, singing, and dance to create a cohesive and compelling narrative that resonates with audiences.
- Character development in a musical relies on blending script analysis, vocal expression, and choreography to convey emotional depth and story progression.
- The historical and cultural context of a musical informs artistic choices, enhancing the authenticity and relevance of performances across acting, singing, and dance. (AAH, HG, LGBTQ, AAPI)
- Collaboration among performers and production team members is essential for creating a unified and polished musical theater production.

- Iterative rehearsal processes, including feedback and refinement, are critical for achieving professional-quality performances that reflect technical skill and artistic intent.
- Performing for an audience involves synthesizing skills, managing performance anxiety, and adapting to the dynamics of live theater to communicate the musical's themes effectively.
- The production process mirrors real-world theater practices, requiring creativity, discipline, and problem-solving to overcome challenges and deliver a successful show.

Unit Essential Questions:

- How do actors, singers, and dancers collaborate to create a cohesive and engaging musical theater production that tells a unified story?
- How can script and score analysis deepen an actor's understanding of character motivations and enhance the integration of acting, singing, and dance?
- In what ways do the historical and cultural contexts of a musical shape performance choices across acting, vocal delivery, and choreography?
- How does choreography contribute to character development and the storytelling of a musical theater production?
- What role does collaboration among performers, directors, and production crew play in overcoming challenges and achieving a polished performance?
- How can feedback and rehearsal processes refine acting, singing, and dance to meet professional standards in a musical theater production?
- How do performers adapt their skills to connect with an audience and convey the themes and emotions of a musical in a live performance?
- How can researching and applying a musical's historical/cultural context create performances that resonate with contemporary audiences? (AAH, HG, LGBTQ, AAPI)

Knowledge and Skills:

Students will know...

- Techniques for integrating acting, singing, and dance to create authentic and cohesive character portrayals in a musical theater production.
- How to analyze a musical's script and score to identify character objectives, musical themes, and narrative arcs that inform performance choices.
- The historical and cultural contexts of the chosen musical and how these influence character development, vocal interpretation, and choreography. (AAH, HG, LGBTQ, AAPI)
- Vocal techniques and their role in conveying character emotions and advancing the story in a musical.
- Choreographic principles and movement vocabularies that align with the musical's style and enhance storytelling through dance.

- The importance of collaboration across performance and production roles to achieve a unified production.
- Theater terminology for discussing and refining performances during rehearsals and feedback sessions.
- Professional rehearsal and performance practices, including time management, stage etiquette, and adaptability in live theater settings.

Students will be able to...

- Integrate acting, singing, and dance techniques to create authentic, dynamic, and cohesive character performances in a musical theater production.
- Analyze the script and score of a musical to identify and portray character objectives, motivations, and narrative arcs through performance.
- Research and apply the historical and cultural contexts of the musical to inform acting, vocal, and choreographic choices, ensuring authenticity and relevance.
- Perform vocal selections with technical accuracy, emotional depth, and stylistic appropriateness, blending singing with character-driven acting.
- Execute choreography that supports the musical's narrative and character development, demonstrating precision and ensemble coordination.
- Collaborate effectively with peers in performance and production roles to create a unified and polished production.
- Provide and incorporate constructive feedback using theater terminology to refine performances during rehearsals.
- Present a fully staged musical to an audience, demonstrating professional rehearsal practices, stage presence, and adaptability in live performance.
- Reflect on their artistic process and the production's impact, connecting the musical's themes to contemporary issues through performance choices.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Final Assessment: Performance Hearing Assessment:** students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
Musical Theater Performance Assessment Rubrics
Musical Connections Assessment Rubrics

- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

*PERFORMANCES: Performance is the product of the process. It's important for the high school performing arts program to be active and present within the local, surrounding and school community. Students will be assessed on both aspects of the process as well as the product of their work in public performance. These performance dates will be communicated in the syllabus and publicized on www.rahway.net.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Actively participate in daily physical and vocal warm-ups that promote healthy tone production, resonance, and phonation.
- **Musical Selection and Casting Process:** Students collaborate to select a musical (e.g., *Grease*, *Hairspray*, or *Little Shop of Horrors*) based on class size, skill levels, and thematic relevance. They prepare and perform a song and monologue for auditions, with roles assigned to balance inclusivity and suitability..
- **Script and Score Analysis Workshop:** Students annotate the musical's script and score in small groups, identifying character objectives, relationships, musical themes, and key narrative moments. They discuss how these elements drive performance choices.
- **Historical/Cultural Research Project:** Students research the musical's historical and cultural context (e.g., 1950s youth culture in *Grease* or civil rights themes in *Hairspray*) and present findings through a short presentation or creative display, applying insights to their performance.
- **Acting Technique Rehearsals:** Students participate in workshops using acting techniques (e.g., Stanislavski's "magic if," Meisner's repetition) to develop characters, focusing on integrating emotional authenticity with singing and movement in scenes.
- **Vocal Training Sessions:** Students rehearse songs with a vocal coach, focusing on pitch, diction, dynamics, and emotional storytelling, ensuring vocal performances align with character objectives and the musical's style.

- **Choreography Workshops:** Students learn and rehearse choreography designed to reflect the musical's style and narrative (e.g., energetic rock 'n' roll for *Grease* or Motown-inspired moves for *Hairspray*), emphasizing ensemble synchronization and character-specific movement.
- **Production Role Assignments:** Students take on production roles (e.g., stage management, costumes, props, or lighting) alongside performing, collaborating to support technical aspects of the show. They meet regularly to coordinate efforts.
- **Ensemble Scene Rehearsals:** Students rehearse full scenes, integrating acting, singing, and dance, with focus on blocking, transitions, and ensemble chemistry. Teachers provide feedback on pacing and performance integration.
- **Peer Feedback and Reflection Sessions:** Students present scenes or songs in progress, offering and receiving constructive feedback using theater terminology (e.g., intention, dynamics, staging). They reflect on how feedback improves rehearsals.
- **Technical and Dress Rehearsals:** Students participate in full run-throughs with costumes, lighting, sound, and sets, addressing technical challenges and refining performance consistency in a professional setting.
- **Cultural Connection Discussion:** Students discuss in small groups how the musical's themes and historical context relate to contemporary issues (e.g., social dynamics in *Grease* vs. modern youth culture), incorporating insights into their performances.
- **Final Performance and Reflection:** Students present the musical to an audience (e.g., school or community), showcasing their integrated acting, singing, and dance skills. Post-performance, they complete a written or oral reflection on their artistic growth and the production process.

RESOURCES

Teacher Resources:

- Screencastify
- Lesson Plans
- <http://www.youtube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Emmons, S & Chase, C. (2014). *Prescriptions for Choral Excellence*. 1st editions. New York: Oxford University Press.
- *Building Beautiful Voices (Warmups and Technique Exercises)*- Paul Newsheim and Weston Noble

- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System
- Empty Stage
- Dance Room (Mirror)