Summit Public Schools
Summit, New Jersey
Course Name: Musical Theater Workshop
Grade Level: 8/ Content Area: Musical Theater Workshop

Overview:
In Grade 8, students engage in the creative process by developing, designing and performing in a musical production and building upon previously acquired skills in music and drama. Working in collaborative groups, students workshop an original musical consisting of short scenes and songs that allow for solo, duet, and group performances. As members of a global theater community, students explore cultural and societal topics and incorporate them into their musical presentations. The history of musical theater provides the basis for in-depth study and application, and students are given the opportunity to explore both writing and designing aspects of the professional theater world including but not limited to playwright, composer, lyricist, actor, dancer, choreographer, or technician. Students have the opportunity to reflect on their contribution to the creative process and final performance through self and peer assessment.

Weeks 1-2: **Unit 1: Musical Theater History**
Week 3: **Unit 2: Theater Design and Story Concept**
Weeks 4-5: **Unit 3: Show Creation & Rehearsal Process**
Week 6: **Unit 4: Final Rehearsals and Performance**

Unit 1: Musical Theater History

Big Ideas: *Course Objectives/Content Statement(s)*

- Establish a broad musical theater history foundation for students to understand the genesis of American musical traditions and trends.
- Create a timeline of major musical theater events and productions from 20th-century beginnings to the present day to provide context for the musical theater creative process including dialogue, music, and dance.
- Workshop excerpts from key musical examples identified on the timeline.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? • What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? • What musical examples represent various trends over time in American theater? • How have culture and society influenced musical theater beginning from the 20th century onward? How do musicals serve as representations of our American society? • How can musical theater examples from different time periods be interpreted today?	• Theater artists allow awareness of interrelationships between self and others to inform their work. • As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. Students will understand that… • Various trends have developed over time in American musical theater such as influences from film, popular music groups, history, and literature. • Musicals are influenced by the culture and society by which they are created as microcosms of American life and values. • Musicals from different time periods are often performed as contemporary productions known as revivals offering new insights into the original material.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: 1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work. 1.4.8.Cn11a: Research the story elements of a staged drama/theater work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.	**Lesson 1:** • Welcome to Musical Theater Workshop! • Procedures, Syllabus, General Overview • Musical Theater Basics of Genre ○ Combination of song, dance and dialogue to tell a story on stage.

1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Theater is a reflection of history and culture at the time.
- Opera predates theater as a medium of stage production in which singers act out stories with costumes, sets, and orchestra.
- Golden Age of Musical Theater in which Broadway Musicals set the popular culture for music and style at the time.
- Trends in 21st century musical theater: Theater tech, Jukebox shows, Stunt casting celebrities, "Tiktok" Musical, Showcasing diverse & representative stories

Lesson 2:

- Musical Theater History Milestones
  - Turn of the Century New York City:
    - Ziegfeld Follies brought spectacle to the forefront with lavish costumes and beautiful dancers
    - Whereas Vaudeville showcased the rich immigrant population of Downtown Manhattan.
  - Showboat
    - First Book musical
    - Racial integration on stage
  - Oklahoma
    - First integrated musical - the plot, storytelling devices, and character development are now happening during the musical numbers - singing and dancing
    - Dream Ballet
    - Rogers and Hammerstein are *THE* cultural reset post-WWII
  - West Side Story
    - Musicals now may touch on darker subjects - racism, murder, gang violence, sexual assault
    - "Big 4" influential men: Leonard Bernstein, Stephen Sondheim, Jerome Robbins, Arthur Laurents
    - The orchestra is now a part of the storytelling - leitmotifs for character specificity and thematic foreshadowing

Lesson 3:

- Musical Theater History Milestones

	○ Fiddler on the Roof ○ Hair ○ Cats (West End popularity) ○ Rent **Lesson 4:** ● Mini Assessment ● Major Musical Project **Lesson 5:** ● Major Musical Project - Work independently **Lesson 6:** ● Major Musical Project - Present & Share
Differentiation	**Assessments**
Interdisciplinary Connections ● Social Studies: What theater traditions exist around the world? How are they similar or different to modern day American musical theater? ● English Language Arts: How can dialogue and lyrics communicate theme? **Technology Integration** ● GSuite ● Music First/Soundation ● Kahoot ● Canva **Media Literacy Integration** ● YouTube, Memes, musical theater clips, and other contemporary visual connections are utilized throughout the unit. ● Musical Theater Intro video: **Global Perspectives** ● How is American musical theater uniquely western? What differentiates western theater from other parts of the world? How do American musicals influence the larger world theater community?	**Formative Assessments:** ● Whole class/small group discussions ● Kinesthetic activities (e.g., choreography practice) ● Quick write reflections ● Class discussions ● Optional student-selected review activities (individual or partner) **Summative Assessments, Projects, and Celebrations:** ● Major Musical Presentations, Musical Theater History Mini-Timeline, (Musical Theater Models and Milestones and Choreography Performance/Analysis)

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews,	Modified assessment grading

	anticipatory guides, and semantic mapping		

Unit 2: Theater Design and Story Concept	
Big Ideas: *Course Objectives/Content Statement(s)* ● Establish a broad musical theater history foundation for students to understand the genesis of American musical traditions and trends. ● Create a timeline of major musical theater events and productions from 20th-century beginnings to present day to provide context for the musical theater creative process including dialogue, music, and dance. ● Workshop excerpts from key musical examples identified on the timeline.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? ● What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? ● What musical examples represent various trends over time in American theater? ● How have culture and society influenced musical theater beginning from the 20th century onward? How do musicals serve as representations of our American society? ● How can musical theater examples from different time periods be interpreted today?	● Theater artists allow awareness of interrelationships between self and others to inform their work. ● As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. Students will understand that the elements of theater enhance storytelling on stage. ● Various trends have developed over time in American musical theater such as influences from film, popular music groups, history, and literature. ● Musicals are influenced by the culture and society by which they are created as microcosms of American life and values. ● Musicals from different time periods are often performed as contemporary productions known as revivals offering new insights into the original material.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: 1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work. 1.4.8.Cn11a: Research the story elements of a staged drama/theater work about global issues, including climate change, and discuss how a playwright might have intended	**Lesson 1:** ● Theater Design Review ○ Styles of Design ○ Lighting ○ Sound ○ Set

a theatrical work to be produced.

1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
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CRP12: Work productively in teams while using cultural global competence.

Lesson 2:

- Theater Design Review
  - Props
  - Costumes
  - Hair & Makeup

Lesson 3:

- Theater Design Project
  - Design set or costume

Lesson 4:

- Song and Story Composition
  - Review Freitag's Pyramid
  - Songwriting "day"
  - Preview Original Musical Pitch

Lesson 5:

- Introduce Original Musical Pitch - present in class on the next day

Differentiation

Interdisciplinary Connections

- Social Studies: What theater traditions exist around the world? How are they similar or different to modern day American musical theater?
- English Language Arts: How can dialogue and lyrics communicate theme?

Technology Integration

- GSuite
- Music First/Soundation
- Kahoot
- Canva

Assessments

Formative Assessments:

- Whole class/small group discussions
- Kinesthetic activities (e.g., choreography practice)
- Quick write reflections
- Class discussions
- Optional student-selected review activities (individual or partner)

Summative Assessments, Projects, and Celebrations:

- Major Musical Presentations, Musical Theater History Mini-Timeline, (Musical Theater Models and Milestones and Choreography Performance/Analysis)

Media Literacy Integration

- YouTube, Memes, musical theater clips, and other contemporary visual connections are utilized throughout the unit.
- Musical Theater Intro video:

Global Perspectives

- How is American musical theater uniquely western? What differentiates western theater from other parts of the world? How do American musicals influence the larger world theater community?

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal	Multi-sensory	Modified

responses	techniques	tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 3: Show Creation & Rehearsal Process	
Big Ideas: *Course Objectives/Content Statement(s)* ● Collaborate as a production team to begin writing the dialogue and music/lyrics of the group musical. ● Propose design elements of the production and visualize them for a production team presentation to justify the performance concept. ● Utilize instruments and technology such as Soundation or other like apps to assist in the music composing process. ● Consider content and structure of the group music while writing dialogue and stage directions for the libretto. ● Rehearse the libretto and music/lyrics created by the production team by establishing and recording choreography/blocking on stage.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? ● What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work? ● What musical examples represent various trends over time in American theater? ● How have culture and society influenced musical theater beginning from the 20th century onward? How do musicals serve as representations of our American society? ● How can musical theater examples from different time periods be interpreted today?	● Theater artists allow awareness of interrelationships between self and others to inform their work. ● As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. ● Various trends have developed over time in American musical theater such as influences from film, popular music groups, history, and literature. ● Musicals are influenced by the culture and society by which they are created as microcosms of American life and values. ● Musicals from different time periods are often performed as contemporary productions known as revivals offering new insights into the original material.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: 1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work. 1.4.8.Cn11a: Research the story elements of a staged drama/theater work about global issues, including climate change, and discuss how a playwright might have intended	**Lesson 1:** ● Original Musical Pitch ○ Share Ideas with class ○ Vote on pitches as a class **Lesson 2:**

a theatrical work to be produced.
1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
 	
Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
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CRP6: Demonstrate creativity and innovation.
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CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.
	• Begin working in groups
	  ○ Leadership assessment module
	  ○ Plot/Character development
	
	Lesson 3:
	• Continue working in groups
	  ○ Plot/Character development
	  ○ Show design
	
	Lesson 4:
	• Continue working in groups
	  ○ Plot/Character development
	  ○ Show design
	
	Lesson 5:
	• Continue working in groups
	  ○ Plot/Character development
	  ○ Show design
	
	Lesson 6:
	• Continue working in groups
	  ○ Scene 1
	  ○ Song 1
	
	Lesson 7:
	• Continue working in groups
	  ○ Scene 1 due
	  ○ Song 1 due
	
	Lesson 8:
	• Continue working in groups
	  ○ Scene 2
	  ○ Song 2
	
	Lesson 9:
	• Continue working in groups
	  ○ Scene 2 due
	  ○ Song 2 due
	
	Lesson 10:
	• Continue working in groups
	  ○ Scene 3/Song 3

Differentiation	**Assessments**

Interdisciplinary Connections

- Social Studies: What theater traditions exist around the world? How are they similar or different to modern day American musical theater?
- English Language Arts: How can dialogue and lyrics communicate theme?

Technology Integration

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- Music First/Soundation
- Kahoot
- Canva

Media Literacy Integration

- YouTube, Memes, musical theater clips, and other contemporary visual connections are utilized throughout the unit.
- Musical Theater Intro video:

Global Perspectives

- How is American musical theater uniquely western? What differentiates western theater from other parts of the world? How do American musicals influence the larger world theater community?

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
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Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

Formative Assessments:

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Summative Assessments, Projects, and Celebrations:

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Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Unit 4: Final Rehearsals and Performance	
Big Ideas: *Course Objectives/Content Statement(s)* ● Give and receive feedback during the rehearsal process to one's own production team as well as the other production teams. ● Perform original musical incorporating design elements including lighting, costumes, set/props, and choreography/blocking. ● Debrief performances with peers to receive feedback and insight as part of the workshop model.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
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Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
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a theatrical work to be produced.
1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Career-Ready Practices

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CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Lesson 3:
- Rehearse, reflect, edit, rehearse
- Creative Process

Lesson 4:
- Rehearse, reflect, edit, rehearse
- Creative Process

Lesson 5:
- Rehearse, reflect, edit, rehearse
- Creative Process

Lesson 6:
- Rehearse, reflect, edit, rehearse
- Creative Process

Lesson 7:
- Dress Rehearsals
- All costume and prop pieces must be in

Lesson 8:
- Dress Rehearsals
- All costume and prop pieces must be in

Lesson 9:
- Final Performance

Lesson 10:
- Reflect on Process & Product

Differentiation	Assessments
Interdisciplinary Connections • Social Studies: What theater traditions exist around the world? How are they similar or different to modern day American musical theater? • English Language Arts: How can dialogue and lyrics communicate theme? **Technology Integration** • GSuite • Music First/Soundation • Kahoot	**Formative Assessments:** • Whole class/small group discussions • Kinesthetic activities (e.g., choreography practice) • Quick write reflections • Class discussions • Optional student-selected review activities (individual or partner) **Summative Assessments, Projects, and Celebrations:** • Major Musical Presentations, Musical Theater History Mini-Timeline, (Musical Theater Models and Milestones and Choreography

- Canva

Media Literacy Integration

- YouTube, Memes, musical theater clips, and other contemporary visual connections are utilized throughout the unit.
- Musical Theater Intro video:

Global Perspectives

- How is American musical theater uniquely western? What differentiates western theater from other parts of the world? How do American musicals influence the larger world theater community?

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
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Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**

Performance/Analysis)

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading