

**Course Title – Musical Theater**

**Implement start year – 2017 - 2018**

**Revision Committee Members, email, extension – Robert Fortunato ([rfortunato@lrhsd.org](mailto:rfortunato@lrhsd.org), ext. 8935); Joe Archible ([jarchible@lrhsd.org](mailto:jarchible@lrhsd.org)), ext. 8279**

**Unit #1: Vocals / Choreography**

**Transfer Goal –**

Students will be able to independently use their learning to create, perform, and respond to vocal and choreographed presentations and comment meaningfully on their personal and cultural value.

**Stage 1 – Desired Results**

**Established Goals**

**2016 New Jersey Student Learning Standards  
for English Language Arts**

**(<http://www.nj.gov/education/cccs/2016/ela/>)**

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

**21<sup>st</sup> Century Themes**

**([www.21stcenturyskills.org](http://www.21stcenturyskills.org))**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## **21<sup>st</sup> Century Skills**

### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

**Enduring Understandings:**

*Students will understand that . . .*

*EU 1*

vocal performances can influence and express characters' emotions and unique perspectives to diverse audiences.

*EU 2*

different styles of music (i.e. hip hop, classical, contemporary) and types of songs (i.e. ballads, solos, duets) portray various character traits and individual perceptions.

*EU 3*

dance styles and choreographed movements can reveal and enhance aspects of characterization, plot, and themes throughout productions.

*EU 4*

choreographed and vocal works depict the evolution of societal and cultural ideals.

**Essential Questions:**

*EU 1*

- What factors effectively contribute to the development of emotional expression in song?
- How do musical compositions and their effects on both performers and audiences vary?
- How do song elements (i.e.: lyrics, tempo, performance, pitch, etc.) highlight the shared experiences of characters and theatregoers?

*EU 2*

- How does each style of music impart characters' struggles, triumphs, and/or conflicts?
- How are similar and dissimilar character traits manifested in each type of music?
- How is tone conveyed vocally as well as instrumentally?

*EU 3*

- How do dance styles and choreography communicate characters' unspoken thoughts and emotions?
- In what ways do plot elements relate to characters' physical movements in a dance number?
- How does choreography implicitly and explicitly indicate themes within individual and multiple shows?

*EU 4*

- How do vocal and dance performances reflect and impact people's prejudices and biases?
- How do certain historically significant songs (i.e. "Strange Fruit," "Ol' Man River" from *Show Boat*) and dances ("Dream Ballet" in *Oklahoma*,

“Cool“ in *West Side Story*) depict and consequently affect cultural norms?

- What vocal and choreographical components enable specific musicals to achieve timelessness in their appeal to audiences?

**Knowledge:**

*Students will know . . .*

***EU 1***

- the various types of vocal performances.
- the factors that contribute to emotional expression.
- demographics and types of audiences (based on age, gender, race/ethnicity, socioeconomic status, etc.) and the collective outlooks of each.

***EU 2***

- different styles of music (hip hop, classical, contemporary) and types of songs utilized in musical theater (ballads, solos, duets).
- a variety of genres (i.e.: pop, country, big band) and styles (i.e.: arias, Barbershop Quartet, etc.) from the inception of American musical theater.
- how and why character traits and individual perceptions are shaped by vocal expression.

***EU 3***

- the evolution of choreography and dance styles throughout American musical theater history.
- significant aspects of characterization, plot development, and theme analysis in given musical productions.

**Skills:**

*Students will be able to . . .*

***EU 1***

- analyze the connections between vocal performances and portrayals of emotion.
- discuss and explain the influences that characters' perspectives have on their vocal performances.
- evaluate audiences and performance methods to connect with a wide range of people.

***EU 2***

- listen to/view diverse selections of music, songs, and genres, and categorize them correctly.
- identify, present, and explain the connections between song choices, musical styles, and characters' emotions.
- write reflections on characters' vocal expressions and their effects on their characteristics and perspectives.

***EU 3***

- demonstrate verbally and in writing their understandings of how choreography and dance styles have changed over time.
- compare and contrast characters' experiences and performances' overall themes to their personal lives.
- present and explain the connections between dance choices, dance styles, and characters' emotions.

*EU 4*

- relevant societal and cultural influences on musical theater.
- historical and modern cultural ideals that influence artists' creative processes.
- how performances are received differently based on geographical and generational circumstances.

*EU 4*

- explain and discuss the many social constructs that shape and are shaped by musical productions.
- research and critique non-contemporary and contemporary issues that substantially impacted both the artists and their work.
- comment meaningfully on the reception of particular shows and how their locations and audiences affected their successes and/or failures.

## Stage 2 – Assessment Evidence

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Tests/Quizzes on terminologies and techniques
- Peer and personal evaluations
- Presentation of existing or created songs/dances

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Weekly writing prompts: A, M
- Exercises in using different vocal and dance techniques: A, M
- Create original playbills or posters for an existing or created show: A, M, T
- Write a song or script based on understandings of a scene or character: A, M, T
- Weekly vocal / dance performance exercises / activities: A, M, T
- Present original or reinterpreted songs / dances that depict characterization, emotions, and/or themes: A, M, T
- How to imitate different musical/choreographical styles and forms: A, M, T
- Write reflection piece(s) on viewed (movie or live) performances: A, M
- Analyze/imitate/compare/contrast vocalists and dancers with different styles/structures: A, M, T
- Compare shows/performances/musical numbers to identify how style/form has changed: A, M