Course Title – Musical Theater

Implement start year – 2018-2019

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Unit #2: Performance

Transfer Goal –
Students will be able to independently use their learning to create, enact, and respond to musical theater performances and comment meaningfully on their portrayal of emotions and motivations, use of technologies and theatrics, as well as their overall appeal as performance art.

Stage 1 – Desired Results

Established Goals	**21st Century Themes**
2016 New Jersey Student Learning Standards for English Language Arts (http://www.nj.gov/education/cccs/2016/ela/)	(**www.21stcenturyskills.org**)
	___ Global Awareness
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.	___Financial, Economic, Business and Entrepreneurial Literacy
	_X__ Civic Literacy
	_X__ Health Literacy
	___Environmental Literacy
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.

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.

21st Century Skills

Learning and Innovation Skills:
_X__Creativity and Innovation
_X__Critical Thinking and Problem Solving
_X__Communication and Collaboration

Information, Media and Technology Skills:
___Information Literacy
_X__Media Literacy
_X__ICT (Information, Communications and Technology) Literacy

Life and Career Skills:
_X__Flexibility and Adaptability
_X__Initiative and Self-Direction
_X__Social and Cross-Cultural Skills
_X__Productivity and Accountability
_X__Leadership and Responsibility

Enduring Understandings:	Essential Questions:
Students will understand that . . .	
	EU 1
EU 1	● How do different character motivations manifest themselves physically through movement and vocals?
characters' motivations greatly impact their actions, interactions, movements, and emotions.	● How can similar and/or different emotions be effectively depicted throughout a musical performance?
	● How can performers express a strong, varied emotional range, between/among characters, and relate those emotions to theatergoers?
EU 2	
performers' preparedness and memorization is an ongoing on and multifaceted process.	EU 2
	● How can individual experiences inform performers' connections to characters?
EU 3	● In what ways can performers effectively memorize and/or prepare for a role in order to truly depict clear understanding of characters' motivations?
tone, mood, and expression provide a strong sense of connectivity, enhance performance value, and afford catharsis for performers and audiences.	● How can reaction to unforeseen obstacles maintain and/or improve the essential facade of a musical production?
	EU 3
EU 4	● How do tone, mood, and expression help a performer conceptualize characters' motivations, emotions, and reactions?
theater technologies (sound and lighting effects, instrumental accompaniment, special effects) greatly enrich the production and performance values of musicals.	● How do tone, mood, and expression heighten performance value of an individual musical number or full musical production?
	● What constitutes catharsis, and what are the myriad avenues to achieve and actualize it for both the performer and the audience?
	EU 4
	● How does sound (singing and/or instrumental accompaniment) enhance the production and performance of an individual musical number or an overall musical production?
	● How does lighting (spotlighting, dimmed/shadowed lighting, various colored

lighting) enhance the production and performance of an individual musical number or an overall musical production?
- How do special effects (smoke/fog machines, pyrotechnics, flying rigs) enhance the production and performance of an individual musical number or an overall musical production?

Knowledge:
Students will know . . .

EU 1
- that identifying motivations of characters strengthens performances.
- how and why characters interact with one another.
- moving with purpose is a deliberate act for showcasing emotions.

EU 2
- methods for preparing for specified roles/performances.
- role preparation is unique to each individual character; there is no all-encompassing process for all character/role preparations.
- strategies to effectively commit required lines to memory.

EU 3
- the difference between tone and mood and examples of both.
- how catharsis is represented in modern theatrical performances.
- the transformative effects of musical theater performances on audiences.

EU 4
- the use and significance of sound,

Skills:
Students will be able to . . .

EU 1
- analyze the motivations of characters they view or portray.
- demonstrate appropriate interactions between characters.
- explain the purposes of characters' specific movements and incorporate these into their own performances.

EU 2
- incorporate learned methods of preparation into their own repertoire by workshopping in collaborative groups.
- elicit character traits that are unique to each character through their rehearsal and performance.
- utilize effective memorization methods (i.e.: mnemonics, chunking, repetition).

EU 3
- present written and/or oral analysis of video examples depicting tone and mood.
- emulate and personalize examples of catharsis from modern musical theater performances.
- write and/or discuss the effects of musical theater performances on theatergoers from observed or personal perspectives.

EU 4
- produce written and verbal reflections that exhibit understanding of the various techniques of sound (projection, clarity, diction), lighting (irising, blackouts, colored lighting), instrumentation (accompaniment, underscore), and special effects (fog/smoke machines, pyrotechnics, flying rigs).

lighting, instrumentation, and special
effects to enhance musical theater
performances.

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.*

- Actor and show presentations -- students research and talk about actor's/show's background and influences as well as performance: A, M
- Students find inspiration for a creative song from books, movies, TV, etc.: A, M, T
- Create a theater word splash: A, M
- View, compare, and discuss a wide range of shows, analyzing tones and themes: A, M
- Song collection - students listen to various songs and create an online portfolio; they can then write a reflection on their favorite 3 songs: A, M
- Song/Dance reconstruction - students will reconstruct a song or dance line by line (or move by move) to reflect the original lyricist's/choreographer's style based on background knowledge of the lyricist/choreographer/show: M, T

- Memorize and deliver a song or dance: A, M, T
- Produce a rap/skit/slam poem highlighting aspects of theater or specific shows that have been covered in class: A, M, T
- Attend a live performance of a musical: M, T.