Musical Production

Visual & Performing Arts

Grades 6-8

Elective Overview

Revised: July 2019

Approved by the Montclair Board of Education: August 2019

Montclair Public School Elective Overview

Instructional Plan

Course: Musical Production

Marking Period or Trimester: FULL YEAR

Pacing: 30 weeks

NJSLS

VPA Standards:
1.1 (The Creative Process) All students will demonstrate an understanding of the elements and principles that govern the creation of works in dance, music, theatre, and visual arts.
Theatre Strands:
1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
1.1.8.C.3. Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.

1.3 (Performance) All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works in dance, music, theatre, and visual arts
Theatre Strands:
 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

Framing the Learning			
Timeframe	**Big Ideas**	**Essential Questions**	**Enduring Understandings**
5 weeks	Auditions/casting are an important part of the creation of a musical.		

15-20 weeks	Rehearsal: Musical characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques	Why are strong choices essential to interpreting a drama or theatre piece? What happens when theatre artists and audiences share a creative experience?	Theater is a collaborative art form. Theatre artists rely on intuition, curiosity, and critical inquiry.
3 weeks	Tech rehearsal allows all elements of the production process to become integrated. Technical elements enhance an actor's performance.	How do we incorporate costumes, lighting, sound, and other production elements into the scenes. What are the responsibilities of an actor during the tech period?	Production elements support actors and make their work better. Tech rehearsal is a crucial period in the creation of a show. "Backstage artists" are just as important as actors.
1 week	Backstage etiquette is an important part of an actor's responsibility. Audience feedback is the final part of a production process for an actor to incorporate into their performance.	How does an actor comport themselves when not performing onstage? How does an actor adapt their performance when a live audience is present/reacting?	An actor's behavior backstage is as important as the onstage performance. Audience interplay can change elements of a performance, but an actor should never "play" to the audience.

Evidence of Learning

-Participation in creation of performance of Show
-Rehearsal Rubrics (vocal, dance & acting rehearsals)
-Reflection writing about work
-Self-assessment rubric
-Memorization checks
-Character creation exercises

Activities

-Class expectations & guidelines
-Auditions
-Callbacks
-Context about Show
   -Dramaturgy discussions
-Script Readthru
-Rehearsal Etiquette
-Vocal Rehearsals
-Dance Rehearsals
-Blocking Rehearsals
-"Stitching" Rehearsals
   -Putting the elements of dance/music/acting together
-Technical Rehearsals
-Scene Change Rehearsals
-Sitzprobe
   -first rehearsal with pit orchestra
-Costume Fittings
-Prop review
-Runthrus
-Dress Rehearsals
-Performances
-Postmortem Reflection & Review

DIFFERENTIATION			
Special Education	**ELL**	**Intervention**	**Acceleration**
- Modify and accommodate as listed in student's IEP or 504 plan - Prioritize instruction - Utilize wait-time - Ensure directions are clear and concise - Utilize probing and clarifying questions - Support instruction with scaffolding - Model (provide step by step instructions) use of learning strategies - Provide extended time for practice and review of learning strategies - Identify, categorize, and teach words critical to understanding instructional texts - Utilize multiple approaches to monitor student understanding - Create rubrics to develop assessments - Vary assessments - Assign peer assisted reading and tutoring - Provide individual help to all students - Create opportunities for/Monitor peer collaboration - Monitor student progress frequently - Utilize flexible/cooperative grouping based on instructional goals - Prioritize and chunk lengthy assignments - Utilize assistive technology, when appropriate - Provide ongoing, effective, specific feedback - Model/Utilize graphic organizers - Provide leveled reading materials - Utilize visual aids and props (flashcards, pictures, symbols) when possible - Utilize a multi-sensory approach to new topics	- Get to know student - Set high expectations - Learn/Utilize/Display some words in student's heritage language - Allow electronic translator - Reword, repeat, and clarify directions - Determine student knowledge and level of understanding - Research instruction that best matches student need - Utilize ongoing informal assessments - Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ - NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf ***Review Special Education list for additional recommendations.***	- Tiered Interventions following RtI framework - RtI Intervention Bank - Fundations Double-Dose (Tier II) - LLI (Tier III) - FFI Skill Report: DRA On-Line - enVision intervention supports NJDOE resources	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: abstraction, complexity, variety, organization - Products should be modified: real world problems, audiences, deadlines, evaluation, transformations - Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied