Musical Theatre

Visual & Performing Arts

Grade 7

Elective Overview

Instructional Plan

Course: Musical Theatre

Marking Period or Trimester: Semester

Pacing: 20 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.

1.2 (History of the Arts and Culture) All students will understand the role, development, and influence of the arts throughout history and across cultures.
Theatre Strands:
1.2.8.A.2 Tracing the histories of dance, music, theatre and visual art in world cultures provides insight into the lives of people and their values.

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.

1.4 (Aesthetic Responses & Critique Methodologies) All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
1.4.8.A.3 Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

Framing the Learning			
Timeframe	Big Ideas	Essential Questions	Enduring Understandings
10 weeks	Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. Students will learn an overview of American Musical Theatre history and discuss elements of specific shows that make the shows important to the genre.	How has the art form of the musical changed throughout history? What elements of a musical make that show important to the art form?	Musicals are a specific art form within theatre that has varied elements. Musicals have a specific place in theatre history.
10 weeks	Rehearsal/Performance: Musical characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques Students will rehearse and perform MT songs in a cabaret setting.	Why are strong choices essential to interpreting a musical theatre song? How does an actor create character through song?	Creating a character through a song is a different skill than when only acting/performing in a play. Theatre artists rely on intuition, curiosity, and critical inquiry.

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
-Scene project
-Show-specific Powerpoints/notes
-Vocal rehearsal
-Staging rehearsal
-Song interpretation analysis
-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