



West Windsor-Plainsboro Regional School District Performing Arts 7

Unit 1: Introduction to Theatre	
Content Area: Theatre	
Course & Grade Level: Performing Arts 7	
Summary and Rationale	
The goal of 7th Grade Performing Arts is to help students generate an appreciation and understanding as to why it is important to learn about theater and why others enjoy it. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course. This is an introductory course for theatre arts.	
Recommended Pacing	
3 days	
New Jersey Student Learning Standards for Visual & Performing Arts	
Creating	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cr1a	Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
New Jersey Student Learning Standards for English Language Arts	
Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Theatre artists rely on intuition, curiosity, and critical inquiry. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How does the use of imagination and/or learned theatre skills impact creative exploration? 	
Objectives	
When CREATING, students will know and be able to:	

- Investigate and identify the areas of the stage in order to understand how to properly block a scene.
- Define what Blocking means and be able to explain to their peers.
- Understand how to cheat out their bodies, and face the audience. Why is it important to understand how my body needs to look when up on stage performing?
- Demonstrate responsible behavior and Audience Etiquette through a small group prepared and rehearsed presentation.
- Experiment with different voice techniques to explore tone, emotion, and projection in their voices.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 2: Improvisation	
Content Area: Theatre	
Course & Grade Level: Performing Arts 7	
Summary and Rationale	
<p>The goal of 7th Grade Performing Arts is to help students generate an appreciation and understanding as to why it is important to learn about theater and why others enjoy it. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.</p> <p>The purpose of this Unit is for students to demonstrate the fundamentals of improvisation performance, including working as an ensemble by the completion of full group and small group improvisation games and structured scenes for assessment. Improvisation teaches important life skills and is useful outside of typical performance opportunities and spaces. Students will be able to work comfortably with their entire class in order to create a positive, and accepting ensemble atmosphere.</p>	
Recommended Pacing	
20 days	
New Jersey Student Learning Standards for Visual & Performing Arts	
Creating	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cr1a	Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work
1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
Performing	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The ability to adapt to new scenarios and situations is a life skill everyone can acquire. ● Trust and support can create a cooperative and productive work environment. ● Recognize that improvisation is a skill that can be prepared, planned, and executed without spontaneity. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Is improvisation an important skill for everyday life? ● What has the biggest impact on a performance, individual effort or collaborative effort? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Understand how Directors creatively utilize the stage space and incorporate blocking in their performances. ● Understand how to cheat out their bodies, and face the audience. ● Define what improvisation is and be able to explain it to peers. ● Demonstrate their knowledge on Improvisation by completing a Unit Test. ● Demonstrate responsible behavior as an Audience Member. ● Work together as an ensemble to develop and present a scene that has a beginning, middle, and end. ● Create a Platform Scene with a group utilizing the learned Improvisation Skills from the Unit. ● Actively contribute ideas and creatively incorporate the ideas of others in a rehearsal setting of an improvised or theatrical work demonstrating mutual respect for self and others preparing for a performance. ● Examine and generate original ideas through Improvisational Activities. ● Consider various staging choices to enhance Entrance/Exit Scenarios while being a Director and Performer. ● Understanding and demonstrating appropriate rehearsal etiquette. ● Modify rehearsal techniques and tactics while working through a collaborative rehearsal process. ● Executing Physicality & Voice Techniques such as projection and body language. ● Develop effective vocal traits of characters through improvised activities. ● Develop effective physical traits of characters through body language activities. 	

When PERFORMING, students will know and be able to:

- Participate in a variety of acting exercises focusing on staying in character that can be applied to rehearsals or performances.
- Examine how character relationships assist in telling the story through improvisational activities.
- Define what Given Circumstances are. Interpret and execute character choices using given circumstances to perform in an Objective Scene.
- Define Improvisational Terms and be able to recall them with peers.
- Perform Structured Improvisational Scenes (Objective Scene, Trapped Scene) for an audience.
- Perform in a variety of Improvisational Games and activities for an audience.

When RESPONDING, students will know and be able to:

- Individually reflect and assess a theatrical performance through writing a reflection, or discussion.
- Criticize a performance and be able to defend artistic differences between peers' artistic opinions.
- Analyze how personal experiences affect artistic choices in a theatrical work through written reflection, or peer discussions.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 3: Characterization/Monologues**Content Area: Theatre****Course & Grade Level: Performing Arts 7****Summary and Rationale**

The goal of 7th Grade Performing Arts is to help students generate an appreciation and understanding as to why it is important to learn about theater and why others enjoy it. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.

In this unit the students will be able to understand the process of tablework that actors go through as demonstrated by identifying character objectives, obstacles, and tactics in scripted material. They will identify key vocabulary to create a motivated and cohesive monologue performance. This will be completed by acknowledging the work that goes into being an actor through discussion, individual work, and performance experience.

Recommended Pacing

25 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cr1a	Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Performing

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.

1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Refining the artistic work through rehearsal allows students to perform with meaning. ● Understanding the objective, obstacles and how to utilize tactics in a performance setting can influence how a character is perceived. ● Theatre artists develop personal processes and skills for a performance or design. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What can I do to fully prepare a performance or technical design? ● How, when, and why do theatre artist’s choices change? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Understand how Directors creatively use the stage and Blocking in their performances. ● Explore, describe and develop given circumstances of a scripted character by reading monologues. ● Explore, refine, and develop tactics to achieve character’s objective in a monologue. ● Organize a Character Profile for a scripted character in a theatrical work. ● Demonstrate responsible behavior as an Audience Member. ● Actively contribute ideas and creatively incorporate the ideas of others in a rehearsal setting of an improvised or theatrical work demonstrating mutual respect for self and others preparing for a performance. ● Modify rehearsal techniques and tactics while working through a collaborative rehearsal process. ● Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a scripted monologue, and properly utilizing a Rehearsal Calendar to ensure effective use of rehearsal time. ● Develop a Sound Design for a monologue performance. ● Develop a Costume Design for a character from a scripted theatre work. 	

- Executing Physicality & Voice Techniques such as projection and body language.
- Develop effective physical and vocal traits of scripted characters.
- Develop effective physical traits of characters through body language activities.

When PERFORMING, students will know and be able to:

- Rehearse a variety of memorization techniques to increase skills in a rehearsal that assist in the development of stronger character choices.
- Utilize facial expressions to convey emotional connection to a character being perceived by an audience.
- Examine how character relationships assist in telling the story of scripted monologues.
- Interpret and execute character choices using given circumstances and tactics to perform scripted material.
- Perform a rehearsed monologue for an audience.

When RESPONDING, students will know and be able to:

- Individually reflect and assess a theatrical performance through writing a reflection, or discussion.
- Criticize a performance and be able to defend artistic differences between peers' artistic opinions.
- Integrate different styles of reviews and apply that knowledge to reflecting and writing a review of a performance in class.
- Analyze how personal experiences affect artistic choices in a theatrical work through written reflection, or peer discussions.
- Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work through writing, or peer discussion.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text: Monologue books for Children

Unit 4: Production Unit	
Content Area: Theatre	
Course & Grade Level: Performing Arts 7	
Summary and Rationale	
<p>The goal of 7th Grade Performing Arts is to help students generate an appreciation and understanding as to why it is important to learn about theater and why others enjoy it. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.</p> <p>In this unit the students will be able to understand the defining qualities of each area of theater design where students can develop an appreciation for production roles that do not involve performing. Students can understand how to use these designer roles as a form of creative expression through costuming, set, lighting, and sound design. This exposure to understanding how a show is created behind the scenes will support the production of a group play involving all different design elements, production roles, and a final performance that will be in front of a live audience.</p>	
Recommended Pacing	
30 days	
New Jersey Student Learning Standards for Visual & Performing Arts	
Creating	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cr1a	Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
Performing	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices
1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work
1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
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.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● In theatre, designers and actors are equally important. ● Theatre artists develop personal processes and skills for a performance or design. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What's more important to the storytelling process, the design or the actors? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Understand how Directors creatively use the stage and Blocking in their performances. 	

- Discover information about Lighting Design and value what ways lighting affects what the audience is perceiving.
- Discover information about Sound Design and be able to articulate how music is used in theater to aid in storytelling.
- Discover information about Costuming and be able to illustrate a costume design for a Fairy Tale character.
- Discover information about Stage Management and be able to implement rehearsal reports while also organizing performance spaces in accordance with industry standards.
- Explore, describe and develop given circumstances of scripted characters in a theatrical work by selecting a spoof Fairy Tale Script.
- Interpret and develop given circumstances of a specific Fairy Tale character from a scripted theatrical work.
- Organize a Character Profile for a scripted character in a theatrical work.
- Demonstrate responsible behavior as an Audience Member.
- Actively contribute ideas and creatively incorporate the ideas of others in a rehearsal setting of an improvised or theatrical work demonstrating mutual respect for self and others preparing for a performance.
- Explore, refine, and develop tactics to achieve character's objective in a Fairy Tale Performance.
- Modify rehearsal techniques and tactics while working through a collaborative rehearsal process.
- Develop a Sound Design for a play performance.
- Develop a Set Design using Given Circumstances and imagination from a scripted theatre work.
- Executing Physicality & Voice Techniques such as projection and body language.
- Develop effective physical and vocal traits of scripted characters.
- Develop effective physical traits of characters through body language activities.

When PERFORMING, students will know and be able to:

- Rehearse a variety of memorization techniques to increase skills in a rehearsal that assist in the development of stronger character choices.
- Rehearse a variety of Audition Techniques to increase preparation for class Auditions.
- Illustrate a costume design for a character from a Fairy Tale Script.
- Compose a Sound Design for a Fairy Tale Script.
- Outline a Lighting Design for a Fairy Tale Script.
- Examine how character relationships assist in telling the story of a scripted scene by creating a Character Profile and comparing different character's storylines.
- Interpret and execute character choices using given circumstances to perform scripted material.
- Perform a Fairy Tale Scene for an audience completing the Production Unit.

When RESPONDING, students will know and be able to:

- Individually reflect and assess a theatrical performance through writing a reflection, or discussion.
- Compare recorded personal and peer reactions to artistic choices in a theatrical work after completing their Production Unit.
- Criticize a performance and be able to defend artistic differences between peers' artistic opinions.
- Integrate different styles of reviews and apply that knowledge to reflecting and writing a review of a performance in class.
- Defend aesthetic choices made in performances through developed rehearsal reports and rehearsal processes through written reflection, or peer discussion.
- Assess the impact of a theatrical work on a specific audience through written reflection, or peer discussions.
- Analyze how personal experiences affect artistic choices in a theatrical work through written reflection, or peer discussions.
- Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work through writing, or peer discussion.

When CONNECTING, students will know and be able to:

- Discover different designing styles throughout history and develop design plans that incorporate elements into a theatrical work.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 5: Musical Theatre**Content Area: Theatre****Course & Grade Level: Performing Arts 7****Summary and Rationale**

The goal of 7th Grade Performing Arts is to help students generate an appreciation and understanding as to why it is important to learn about theater and why others enjoy it. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.

In this unit the students will be able to appreciate the history of Musical Theater and have a performance opportunity to sing, dance, and act all at once! The students will gain an appreciation for triple threat performers, production roles in the Broadway Community, and discuss how musicals have reflected the changes in the world since they were created.

Recommended Pacing

10 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Performing

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.

Connecting	
CPI #	Cumulative Progress Indicator (CPI)
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/theatre work about global issues, including change, and discuss how a playwright might have intended 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.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
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CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● It takes many people in many roles to stage a musical. ● Musical theatre can be a window into social change. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What's more important, the performers' intent or the audience's reaction? ● Does society impact the arts or do the arts impact society? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Demonstrate responsible behavior as an Audience Member. ● Actively contribute ideas and creatively incorporate the ideas of others in a rehearsal setting of an improvised or theatrical work demonstrating mutual respect for self and others preparing for a performance. ● Modify rehearsal techniques and tactics while working through a collaborative rehearsal process. ● Executing Physicality & Voice Techniques such as projection and body language. ● Develop effective physical and vocal traits of scripted characters. ● Develop effective physical traits of characters through body language activities. <p>When PERFORMING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Rehearse a variety of memorization techniques to increase skills in a rehearsal that assist in the development of stronger character choices. ● Interpret and execute character choices using given circumstances to perform scripted material. 	

- Perform a rehearsed Musical Theatre Performance for an audience.
- Perform a prepared Historical Musical Theatre Presentation for an audience.

When RESPONDING, students will know and be able to:

- Individually reflect and assess a theatrical performance through writing a reflection, or discussion.
- Criticize a performance and be able to defend artistic differences between peers' artistic opinions.
- Integrate different styles of reviews and apply that knowledge to reflecting and writing a review of a performance in class.
- Assess the impact of a theatrical work on a specific audience through written reflection, or peer discussions.
- Assess the impact of the History of Musical Theater in America and how it has shaped what theater looks like today.
- Analyze how personal experiences affect artistic choices in a theatrical work through written reflection, or peer discussions.
- Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
- Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work through writing, or peer discussion.

When CONNECTING, students will know and be able to:

- Interpret different themes in Plays and Musicals and how those perspectives on the content of the shows may affect the communities that are engaging with that material. (*The Crucible, Spring Awakening, Miss Saigon, etc.*)
- Research a Musical and the story elements that include any global issues, including change, and discuss how the playwright might have intended that theatrical work to be produced.
- Discover different designing styles throughout history and develop design plans that incorporate elements into a theatrical work.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text: