

Summit Public Schools
Summit, New Jersey
Grade Level/Content Area: 8th Grade G.L.E.E.:
Drama & Music
Length of Course: One Cycle/Marking Period

Curriculum

Course Description:

“All the world's a stage,” and there's a spotlight waiting for each student. By joining G.L.E.E., the Global Live Entertainment Experience, students will have a chance to discover their inner stars. Students will be able to try their hand at being a composer, lyricist, actor, musician, dancer, choreographer, director, designer, or technician. They will have the chance to create, design, perform, or offer technical expertise in an original musical written by them and their production team. The final theatrical project will be performed on stage in front of a live audience. Students are encouraged to take risks and step outside their comfort zones as they will come to understand what self-expression truly means. Ultimately, students will learn what it takes to create the next Broadway show and develop a lifelong understanding and appreciation for the art of musical theatre.

Standard 1.1 (The Creative Process)	
All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual arts.	
Big Ideas: Students will become acquainted with the elements of both theatre and music and understand how they can be manipulated to create an original musical theatre production.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What is musical theatre and what is its purpose?</p> <p>What elements are necessary to create and perform a musical?</p> <p>How is technology used in the creation of a musical?</p> <p>What are the steps of writing an original song for a musical?</p>	<p>Musical theatre is a complex combination of many arts forms (theatre, music, dance, visual art, etc.) unified into a cohesive production around the purpose of telling a story to the audience.</p> <p>Creating a musical requires the combined skills and content expertise of playwrights, composers, lyricists, actor, musicians, dancers, choreographers, directors, designers, and technicians.</p> <p>Web applications and computer programs provide access to modern techniques and electronic resources.</p> <p>Songwriting requires a knowledge of scene and story context as well as an ability to effectively manipulate formal, harmonic, melodic, and lyrical material.</p> <p>A wide variety of literary and historical sources that</p>

	can serve as an inspiration for the creation of a musical.
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Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p style="text-align: center;">Instructional Focus</p> <ul style="list-style-type: none"> ● Students will learn the basic elements of musical theatre (plot, character development, staging, music production, rehearsal technique, etc.). ● Students will learn how to write an original song through direct instruction on compositional tools and processes. ● Students will analyze and discuss existing scripts and theatrical performances. ● Students will learn how to create and design an original musical theatre production from script to final performance. ● Students will learn the proper performance vocabulary necessary to collaborate and produce a piece of musical theatre (staging terms, lighting cues, musical nomenclature, etc.). ● Students will learn how social, multicultural, and human issues can be incorporated into a musical theatre production. <p style="text-align: center;">Sample Assessments</p> <ul style="list-style-type: none"> • Formative assessment via class discussions • Summative assessment of individual and group music compositions and performances • Peer and self-assessment of recorded preliminary rehearsal performances • Summative written assessments on individual comprehension of exemplary pieces of musical theatre • Summative assessment of a completed prompt book of a group's production • Formative assessment of groupwork and class
1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.	
1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.	
1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.	
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.4 Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of- house members of a theatre company.	

time management

- Verbal check-ins during teamwork (check-off sheet as per daily schedule)

Instructional Strategies

- Class viewings and discussions of theatrical performances
- Creating an original theatrical production from given scenes and story starters
- Creating original musical compositions for use in a theatrical performance
- Discussion, practice, and analysis of staging technique
- Analysis of character traits and their application to the creation of an original character

Interdisciplinary Connections

- Language Arts: acting as playwright by writing and editing scripts, acting as a lyricist by writing original lyrics, acting as a choreographer by writing and communicating stage movements, acting as a director by writing and communicating production notes
- Social Studies: using inspiration from various periods of history during the creating and production of a musical
- Industrial Arts: acting as a designer or technician by creating sets and costumes

Technology Integration

- Noteflight: a music notation web application used to create and edit music compositions
- GarageBand: a computer program used to create, edit, and produce electronic music
- Soundation: a web-application used to create, edit, and produce electronic music

Media Literacy Integration

- Students will utilize Google Classroom and Google Docs to create and edit their scripts
- Students will use video recording to view, critique, and ultimately improve their theatrical performances

	<p><input type="checkbox"/> Global Perspectives</p> <ul style="list-style-type: none"> - Students will listen to and analyze diverse musical theatre works from throughout history - Students will understand the diverse cultural and societal traditions that influenced the creative process of those works
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p style="text-align: center;">21st Century Skills</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills <p style="text-align: center;">21st Century Themes (as applies to content area)</p> <ul style="list-style-type: none"> - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy

<p>Standard 1.2 (History of the Arts and Culture)</p> <p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	
<p>Big Ideas: Students will learn about the development of musical theatre throughout history as well as the role and mechanics of musical theatre in today's society.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>Where did musical theatre originate?</p> <p>Is the musical a dying form of art?</p> <p>How do musical theatre productions chronicle our history and what can we learn from them?</p> <p>Where do ideas for musical shows come from?</p> <p>Why are certain playwrights, composers, librettists, choreographers, and performers famous?</p>	<p>Students will learn about the history of musical theatre for in-depth study, analysis, and application.</p> <p>Segments of early musical theatre were integrated into the development of the modern musical.</p> <p>There are specific ways in which the themes and formats of early performance modes in American musical theatre reflected social, economic, political, and cultural aspects of a given time period in American history.</p> <p>There are implications of musical theatre as a unique American genre, reflecting and contributing to the realignment of American identity in post-Civil War America.</p>

	<p>Playwrights, composers, librettists, choreographers, and performers contributed to the development of musical theatre by both perfecting existing forms and creating new ones.</p> <p>The themes and forms of a musical across time and history are often a reflection of the climate and culture in which they are created.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p>	<p style="text-align: center;">Instructional Focus</p>
<p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	<ul style="list-style-type: none"> ● Students will learn about various exemplary works of musical theatre from throughout history as well as their defining characteristics.
<p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	<ul style="list-style-type: none"> ● Students will learn how social, multicultural, and human issues have been incorporated into past musical theatre productions.
	<ul style="list-style-type: none"> ● Students will identify and analyze the various theatrical devices and techniques that can be used to enhance a musical theatre production.
	<p style="text-align: center;">Sample Assessments</p>
	<ul style="list-style-type: none"> ● Formative assessment via extensive class discussions
	<ul style="list-style-type: none"> ● Summative written assessments on individual comprehension of exemplary pieces of musical theatre
	<ul style="list-style-type: none"> ● Summative evaluation of final performances for proper incorporation of social, cultural, and historical motifs
	<p style="text-align: center;">Instructional Strategies</p>
	<ul style="list-style-type: none"> ● Class viewings and discussions of theatrical performances
	<ul style="list-style-type: none"> ● Discussion, practice, and analysis of theatre styles past and present
	<ul style="list-style-type: none"> ● Incorporation of successful theatrical communication strategies into original musical compositions (monologues, duets, conflict,

	<ul style="list-style-type: none"> <input type="checkbox"/> Interdisciplinary Connections <ul style="list-style-type: none"> - Social Studies: analysis and discussion of playwrights, composers, librettists, choreographers, and performers from throughout history; discussion of the role and dynamics of musical theatre in today’s culture - Language Arts: lyrical and poetic analysis of musical theatre song examples <input type="checkbox"/> Global Perspectives <ul style="list-style-type: none"> - Through the study of a wide variety musical theatre examples, students will learn about the influence and impact of history, society, politics, and culture on those works.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p style="text-align: center;">21st Century Skills</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills <p style="text-align: center;">21st Century Themes (as applies to content area)</p> <ul style="list-style-type: none"> - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy

Standard 1.3 (Performance)	
<p>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.</p>	
<p>Big Ideas: Students will learn basic musical theatre proficiency in order to create, produce, rehearse, and perform a piece of musical theatre in front of a live audience.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>What are the steps of the rehearsal process?</p> <p>What are the elements of a successful performance?</p> <p>How can self-expression be communicated to an audience at large?</p> <p>How is working behind the scenes of theatrical production as important as performing?</p> <p>What are the rewards of performing?</p>	<p>Musical theatre is a complex combination of many arts forms (theatre, music, dance, visual art, etc.) unified into a cohesive production around the purpose of telling a story to the audience.</p> <p>Theatrical productions require collaborative problem-solving techniques and clear communication skills.</p> <p>Theatre literacy and music literacy skills are utilized during the performance process.</p>

	Live theatrical productions require the knowledge and use of modern lighting and sound equipment.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p style="text-align: center;">Instructional Focus</p> <ul style="list-style-type: none"> ● Students will learn the performance process and examine elements from existing musical productions. ● Students will learn how to successfully transition from the creative process to the performance process. ● Students will utilize the proper performance vocabulary necessary to collaborate and produce a piece of musical theatre (staging terms, lighting cues, musical nomenclature, etc.). ● Students will learn how to structure the rehearsal process and ensure that all performance components are implemented appropriately. ● Students will learn how social, multicultural, and human issues can be incorporated into their performance. <p style="text-align: center;">Sample Assessments</p> <ul style="list-style-type: none"> ● Formative assessment via class discussions ● Summative assessment of individual and group performances ● Peer and self-assessment of all steps of performance process ● Verbal check-ins during teamwork (check-off sheet as per daily schedule) <p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Group performance of an original musical theatre production which incorporates costumes, lighting, sets, props, sound and choreography/staging in front of a live audience. <p><input type="checkbox"/> Interdisciplinary Connections</p> <ul style="list-style-type: none"> - Social Studies: analysis and discussion of playwrights, composers, librettists,
1.3.8.A.2 Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.	
1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	
1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.	
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.	

	<p>choreographers, and performers from throughout history; discussion of the role and dynamics of musical theatre in today's culture</p> <ul style="list-style-type: none"> - Language Arts: lyrical and poetic analysis of musical theatre song examples - Visual Arts: scenic, lighting, and sound design <p><input type="checkbox"/> Global Perspectives</p> <ul style="list-style-type: none"> - Through the study of a wide variety musical theatre examples, students will learn about the influence and impact of history, society, politics, and culture on those works. <p><input type="checkbox"/> Technology Integration</p> <ul style="list-style-type: none"> - YouTube: a free video sharing website that allows students to watch various theatrical performance clips <p><input type="checkbox"/> Media Literacy Integration</p> <ul style="list-style-type: none"> - Students will use video recording to view, critique, and ultimately improve their theatrical performances - Students will utilize Google Classroom to upload and share their performance clips
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Standard 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.

Big Ideas: Students will reflect on contributions to the creative process, as well as recognize improvements made throughout the overall rehearsal process from start to finish.

<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
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<p>What did you see and what did it communicate?</p> <p>Were all performance elements successfully integrated?</p> <p>What can be done to improve what you saw?</p> <p>How do I appropriately critique a performance?</p> <p>Do the performing arts offer viable careers in today's world?</p>	<p>Reviewing a performance requires a detailed examination of the visual, musical, staging, and choreography elements.</p> <p>Effectively comparing and contrasting performances will allow students to explore artistic intentions and develop informed opinions.</p> <p>There are specific strategies that will help improve all performance elements which can then be applied in subsequent rehearsals and performances.</p> <p>Theatrical reviews must follow a certain format and include specific performance details, while staying true to the opinions and preferences of the critic(s).</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p>	<p style="text-align: center;">Instructional Focus</p> <ul style="list-style-type: none"> ● Students will learn the critique process and review existing musical productions. ● Students will learn how to successfully transition from the performance process to the critique process. ● Students will utilize the proper critique vocabulary necessary to collaborate and produce feedback that can be applied to subsequent performances. ● Students will learn how to implement feedback and make necessary adjustments to improve the performance. ● Students will learn how social, multicultural, human issues, and different perspectives can impact the critique process. <p style="text-align: center;">Sample Assessments</p> <ul style="list-style-type: none"> ● Formative assessment via class discussions ● Summative assessment of individual and group reviews ● Verbal check-ins during teamwork (check-off sheet as per daily schedule) <p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Teacher modeling of effective critique/review methodologies during the viewing, discussion, and analysis of theatrical performances and song analyses ● Students will practice effective critique strategies via

	<p>constructive criticism of preliminary</p> <ul style="list-style-type: none"> ● Students will write a comprehensive review/critique of their peer group’s final performance <p><input type="checkbox"/> Interdisciplinary Connections</p> <ul style="list-style-type: none"> - Social Studies: analysis and discussion of playwrights, composers, librettists, choreographers, and performers from throughout history; discussion of the role and dynamics of musical theatre in today’s culture - Language Arts: writing reviews that will be utilized to provide feedback <p><input type="checkbox"/> Global Perspectives</p> <ul style="list-style-type: none"> - Through the study of a wide variety musical theatre examples, students will learn about the influence and impact of history, society, politics, and culture on those works. <p><input type="checkbox"/> Technology Integration</p> <ul style="list-style-type: none"> - YouTube: a free video sharing website that allows students to watch various theatrical performance clips - SoundCloud: a web-based audio sharing platform that can be used to export and share completed audio projects to a digital audience <p><input type="checkbox"/> Media Literacy Integration</p> <ul style="list-style-type: none"> - Students will use video recording to view, critique, and ultimately improve their theatrical performances - Students will utilize Google Classroom and Google Docs to review and critique performances
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p style="text-align: center;">21st Century Skills</p> <ul style="list-style-type: none"> - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills <p style="text-align: center;">21st Century Themes (as applies to content area)</p> <ul style="list-style-type: none"> - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy

Texts and Resources:

- National Association for Music Education - <http://www.nafme.org/>
- New Jersey Core Curriculum Content Standards (2014) - <http://www.state.nj.us/education/cccs/2014/arts/>
- New Jersey Music Educators Association - <http://www.njmea.org/>
- Thirty Short Comedy Plays for Teens - by Laurie Allen
- Ten-minute Comedy Plays for Middle School 10+ - by Kristen Dabrowski
- Ten-minute Comedy Plays for Kids 7-10 - by Kristen Dabrowski

Video Clips:

<https://www.youtube.com/watch?v=xY3gZMQpFOs> Oklahoma "I C'ain't say No"

<https://www.youtube.com/watch?v=ncyo8EUUCVE> "Anyone Can Whistle"

https://www.youtube.com/watch?v=v_ohMnUxJhs "Shenendoah "I've Heard It All Before"

<https://www.youtube.com/watch?v=TygmMPbwfjA> The Producers "We Can Do It"

<https://www.youtube.com/watch?v=TygmMPbwfjA> "Seven Brides for Seven Brothers" Dance

<https://www.youtube.com/watch?v=G8U-GJpKS2M> "Popular" Wicked

<https://www.youtube.com/watch?v=0wboCdgzLHg> "Hamilton" overview

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading