

Marking Period		Unit Title	Recommended Instructional Days
4		Marking Period 4	1 Marking Period
Artistic Process:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit	
Anchor Standard: General Knowledge & Skills			
Performing Responding Connecting	<p>Standard #: Anchor Standard 6 Description: Conveying meaning through art.</p> <p>Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products.</p> <p>Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>		
Artistic Practice:		Performance Expectation/s:	
<p>Performing Establish Analyze Choose Rehearse Share</p> <p>Responding Examine Discern</p>	<p>HS Advanced 1.4.12adv.Pr6 a. Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg</p>	<p>Activity Description: Sample Advanced Musical Theatre Lesson Plan for Marking Period 1</p> <p>Class: Advanced Musical Theatre (Level 3 and 4), 40 minutes</p> <p>Suggested Activities: Warm-up Routine (10 minutes) Dance:</p> <ul style="list-style-type: none"> ● Roll downs 	

<p>Critique Interpret</p> <p>Connecting Incorporate Affect Expand</p>	<p>HS Advanced 1.4.12adv.Re9</p> <p>a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.</p> <p>b. Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.</p> <p>c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.</p> <p>HS Advanced 1.4.12adv.Cn11</p> <p>a. Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.</p> <p>b. Justify the creative choices made in a devised or scripted theatre work, based on a critical</p>	<ul style="list-style-type: none"> ● Plié ● Tendu ● Cardio (Jumping Jacks, Burpees, Planks) ● Abdominals ● Stretching <p>Music</p> <ul style="list-style-type: none"> ● Breathing and Diaphragm Exercises ● Lip Trills; Tongue Trills ● Legato Scales, Humming Scales ● Vocal Sirens ● Yawning and Jaw Loosening Exercises ● Vocal Straw <p>Acting</p> <ul style="list-style-type: none"> ● Diction Exercises ● Tongue Twisters ● Improvisation Games ● Physical Exploration ● Space Exploration <p>Advanced Musical Theatre Duet Scene Study - Stephen Sondheim</p> <p>Introduction (5 Minutes) Students will review background research materials from the introductory lesson on Stephen Sondheim. Class will open with a brief review and discussion on Stephen Sondheim’s life, his body of work, and his impact on musical theatre. Students will select a Sondheim scene and song to work on for a performance assessment.</p> <p>Work Time/Teacher Check-In (20 minutes)</p>
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	interpretation of specific data from theatre research.	Working in pairs, students research their selected scene and song for further understanding of character, plot and song context. Students collaborate and create notes on the following information:
Enduring Understanding/s:	Essential Question/s:	<ul style="list-style-type: none"> ● Synopsis of the musical ● Structural arc of the show (Freytag’s Pyramid) ● Who is your character (character sheet questions)? ● Who are you talking (singing) to? ● What is it you want them to know? ● What happened just before this moment in the show? ● What happens just after the song ends?
<p>Dance</p> <ol style="list-style-type: none"> 1. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 2. Criteria for evaluating dance vary across genres, styles, and cultures. 3. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. <p>Music</p>	<p>Dance</p> <ol style="list-style-type: none"> 1. How does a dancer heighten artistry in a public performance? 2. What criteria are used to evaluate dance? 3. How does knowing about societal, cultural, historical and community experiences expand dance literacy? <p>Music</p> <ol style="list-style-type: none"> 1. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 	Utilizing the details above, pairs begin reading through material and improvising choices for character development. Teacher observes for understanding and checks in with each pair individually. <p>Closure (5 minutes)</p> Teacher instructs students to video their final reading to document the character development work in progress. Student exit ticket is to note what the next steps are in developing the scene and song.

<p>1. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>2. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>3. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Theatre</p> <p>1. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to</p>	<p>2. How do we judge the quality of musical work(s) and performance(s)?</p> <p>3. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> <p>Theatre</p> <p>1. What happens when theatre artists and audiences share creative experiences?</p> <p>2. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p> <p>3. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>	
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<p>explore the human experience.</p> <p>2. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work</p> <p>3. As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create - (1) Generating and conceptualizing ideas.</p> <p>SEL/Perform - (4) Selecting, analyzing, and interpreting work.</p> <p>SEL/Respond</p>	<p>SEL/Create CONSOLIDATED EU Creative ideas and inspirations can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ How do artists generate creative ideas?</p>	

<p>- (8) Interpreting intent and meaning.</p> <p>SEL/Connect</p> <p>- (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>SEL/Perform CONSOLIDATED EU Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>CONSOLIDATED EQ How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?</p> <p>SEL/Respond CONSOLIDATED EU The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ How does understanding an artist's expressive intent help us comprehend, interpret and personally relate to an artistic work?</p>	
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	<p>SEL/Connect CONSOLIDATED EU The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p>		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Peer and self-feedback in critical response format 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performances In-studio showings 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p>	<ul style="list-style-type: none"> Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the

<p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader.</i> NY: Routledge.</p> <p>Freire, P. (1972). <i>Pedagogy of the oppressed.</i> New York: Herder and Herder.</p> <p>hooks,b., (1994). <i>Teaching to transgress: Education as the practice of freedom.</i></p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts.</i> https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Woodson, C. (2005). <i>Beginning. Of, The Mis-Education of the Negro</i> (1-87). Mineola, NY: Dover Publications Inc.</p>	<p>of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</p> <ul style="list-style-type: none"> ● Provide access to an individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task. ● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school’s Occupational or Physical Therapists. 	<ul style="list-style-type: none"> ● Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs. 	<p>assistance of guidance counselors.</p>
<p>Supplemental Resources</p>			
<p>Technology:</p> <ul style="list-style-type: none"> ● Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school’s speech therapist. 			

Other: <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. Engage all learners through implementation of various resources including visual, audio, and tactile materials. Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course. 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. Provide access to preferred seating, when requested. Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. Propose interest-based extension activities and opportunities for extra credit.

	<ul style="list-style-type: none"> Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. 		
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New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>
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Standard 9

12 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.

	<input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity. <input checked="" type="checkbox"/> CRP12. Work productively in teams while using cultural global competence.
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9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION	
Content Area: 21st Century Life and Careers	
Strand C: Career Preparation	
Number:	Standard Statement:
9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3	Identify transferable career skills and design alternate career plans.
9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both

	employers and employees in the global workplace.
9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

9.3 CAREER & TECHNICAL EDUCATION (CTE)

Content Area: Standard 9.3 Career and Technical Education

Strand: Arts, A/V Technology & Communications Career Cluster

Number:	Standard Statement:
9.3.12.AR-PRF.1	Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.AR-PRF.3	Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
9.3.12.AR-PRF.4	Demonstrate knowledge of music theory.
9.3.12.AR-PRF.5	Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
9.3.12.AR-PRF.7	Describe how technology and technical support enhance performing arts productions.
9.3.12.AR-PRF.8	Analyze all facets of stage and performing arts production management.