

## Curriculum Framework for Performing Arts: Musical Theatre 2

School: **Kuumba Academy Charter School**      **Curricular Tool:** Teacher-created in cooperation with the Christina Cultural Arts Center      **Grade: 7**      **Teacher:** \_\_\_\_\_

All 6th grade KACS students will take Musical Theater 1 to gain experience in music, theater, and dance through an integrated performing arts curriculum. In grades 7 and 8, students will focus their study of performing arts by selecting from three performing arts electives: Dance, Musical Theater 2, or Musical Theater 3. The elective courses in grades 7 and 8 will be taught over the course of the full school year, but in the second trimester students will spend an extended period of time in the production of the school musical. Musical Theater 2 will utilize the talent of resident teaching artists through the partnership between KACS and the Christina Cultural Arts Center.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Introduction to Theatre</b> <b>Timeline : 4 weeks</b>			
<p><b>Standard 1: Improvising and writing scenes, scenarios and plays</b></p> <p><b>1.1 E</b> Identify the foundation of playmaking in real life and fantasy</p> <p><b>1.2 E</b> Identify the basic elements of a play (e.g., characters, setting, plot)</p> <p><b>1.3 P</b> Develop an improvisation utilizing characters and setting that creates tension and suspense, with a subsequent resolution</p> <p><b>1.5 D</b> Adapt a piece of literature into a theatrical piece</p> <p><b>Standard 6: Comparing and integrating art forms</b></p> <p><b>6.1 E</b> Observe examples of role playing in life and analyze how those roles could be used by theatre artists</p> <p><b>6.2 E</b> Observe different forms of communication</p>	<p>Performance elements appear in drama and theater: Cross, enter, and exit, stage areas, character, movement, volume, rate, enunciation, blocking, scene, cue, lines, delivery, break character, fourth wall, objective, tactics, given circumstances, conflict</p> <p>Performance elements create a believable character.</p> <p>Voice and body can be used to create a variety of characters.</p> <p>There are five stage directions followed during a theatrical performance.</p>	<p><b>Essential Questions:</b> How do actors tell a story to an audience through performance?  What is acting and how is it done?  How do you write a character in a script?</p> <p><b>Learning Targets - I can:</b> Apply knowledge of theatrical elements.  Act as a character different from self in a performance for an audience.  Write a description of a character.  Perform a memorized script creating a character based on given circumstances.  Design blocking for a scene using set pieces.</p>	<p><b>Suggested Formative Assessments:</b> VENN diagram comparison of two characters.  Character analysis based on a script.  Match vocabulary terms with list of definitions.</p> <p><b>Suggested Summative Assessments:</b> Use library resources to research plays adapted from non-fiction works.  Relate how real life events are communicated in dramatic forms.  Research a news event and use it as the basis for an original scene.  Rehearse and perform for peer</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>and transfer them into usage in performance (verbal, nonverbal, ASL, written, iconic, etc.)</p> <p><b>6.3 E</b> Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and structured scenes</p> <p><b>6.4 P</b> Compare and contrast story lines presented through different artistic media (theatre, dance, literature, music)</p>		<p>Critique a scripted scene using theatre terminology,</p> <p>Compare personal responses to a performance. Relate the expression of movement in theatre to music.</p> <p>Compare how given circumstances are expressed in theatre and 3.1 literature.</p> <p>Develop and perform a scene based upon given circumstances.</p> <p>Perform an original scene based upon a real life situation that communicates a story line.</p>	<p>critique.</p> <p>Improve performance based upon feedback.</p> <p>Write a journal entry and two character analysis worksheets along with compiled research materials.</p> <p>Complete a character analysis worksheet with complete descriptions of the character's physical appearance, social background and emotional state.</p>
<p><b>Unit Two: Melody (Model Unit)</b> <b>Timeline: 3 weeks</b></p>			
<p><b>Standard 1: Singing independently and with others, a varied repertoire of music.</b></p> <p><b>1.1 E</b> Imitate melodic patterns</p> <p><b>1.7 E</b> Sing call and response</p> <p><b>Standard 5: Reading and notating music</b></p> <p><b>5.1 E</b> Identify and define standard notation symbols</p> <p><b>5.2 E</b> Identify and define standard notation symbols</p> <p><b>5.3 E</b> Identify and define standard notation</p>	<p>A voice is a tool that can move others' emotions and/or communicate meaning.</p> <p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>To become a skilled performer requires persistence.</p> <p>Material for a dramatic piece can be derived from a variety of sources.</p>	<p><b>Essential Questions:</b> How conscious and deliberate is the process of creating good music?</p> <p>What elements are necessary in a play?</p> <p>When does singing go from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in a vocal ensemble impact the performance of the ensemble?</p> <p>When is music deliberate and when</p>	<p><b>Suggested Formative Assessments:</b> Teacher observation of student as they engage in dramatic activities.</p> <p>Checklists</p> <p>Questioning</p> <p>Learn and perform the National Anthem</p> <p><b>Suggested Summative Assessments:</b> Performances</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>symbols</p> <p><b>5.4 E</b> Read a single line of an instrumental or vocal part</p> <p><b>5.8E</b> Read an instrumental or vocal score</p> <p><b>Standard 6: Listen to, describing and analyzing music and musical performances</b></p> <p><b>6.7E</b> Identify the elements of music within a composition</p> <p><b>6.9 D/P</b> Identify and explain compositional devices and techniques used in a musical work</p> <p><b>Standard 2: Acting in improvised and structured presentations</b></p> <p><b>2.1 E</b> Employ variations in movement, gesture and vocal expression (pitch, tone, tempo) to create characters</p> <p><b>2.2</b> Recall and recite assigned line for a theatre piece</p> <p><b>2.3 E</b> Identify character motivations through research and analysis and be able to articulate how they affect the character's actions</p> <p><b>2.5 D</b> Apply various acting and performance methodologies to appropriate theatrical styles</p>	<p>Written music is open to individual interpretation.</p>	<p>is it spontaneous?</p> <p>What distinguishes ordinary from exceptional theatre?</p> <p><b><u>Learning Targets - I can:</u></b> Understand basic music terminology.</p> <p>Use the singing voice and various classroom instruments to facilitate their understanding of melody.</p>	<p>Presentations</p> <p>Unit exam</p>
<p><b>Unit Three: Theatre in Historical and Cultural Contexts</b> <b>Timeline: 4 weeks</b></p>			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>Standard 1: Improvising and writing scenes, scenarios and plays</b></p> <p><b>1.6 D</b> Explore human issues and various outcomes in order to devise a performance piece that is linear in presentation form</p> <p><b>Standard 6: Comparing and integrating art forms</b></p> <p><b>6.5 D</b> Analyze the contributions of various art forms within a theatrical production (scenery, lighting, music, dance, costumes)</p> <p><b>6.6 D</b> Determine how learning in the arts helps develop essential skills for the workplace</p> <p><b>6.7 D</b> Compare and contrast the dramatic art forms of theatre, film and television</p> <p><b>6.8 I</b> Create a plan for adapting a live performance to electronic media</p> <p><b>Standard 8: Understanding theatre works in relation to cultures, times and places</b></p> <p><b>8.1 P</b> Compare and contrast different genres of theatre (e.g., drama, comedy, musical theatre, opera)</p> <p><b>8.2 P</b> Analyze dramatic works in the context of the culture, time and place in which they originated</p> <p><b>8.3 D</b> Analyze and explain the function of theatre across cultures, times and places</p> <p><b>8.4 D</b> Assess the social, cultural and economic impact of theatre art on society</p>	<p>Theatre consists of a multitude of styles and traditions that are reflective of, and affected by, culture, time and place.</p> <p>Theatre can have a transformative power over culture and traditions.</p> <p>Theatre can challenge the audience to examine self and society.</p>	<p><b>Essential Questions:</b> How do theatre arts reflect and influence society in which they live?</p> <p>How do dramatic works reflect the ideas, beliefs, customs and traditions of a culture?</p> <p>What are characteristics of Ancient Greek theatre and how did it develop over time?</p> <p>How did Ancient Greek theatre influence Ancient Roman theatre?</p> <p>What types of dramatic works were performed during the Medieval period?</p> <p>What is a morality play?</p> <p>Why were morality plays popular during the Medieval period?</p> <p><b>Learning Targets - I can:</b> Analyze and explain how diverse cultures and time periods are reflected in drama/theatre.</p> <p>Identify characteristics of Ancient Greek theatre.</p> <p>Explain how Ancient Greek theatre developed over time.</p> <p>Explain how Ancient Greek theatre influenced Ancient Roman theatre.</p>	<p><b>Suggested Formative Assessments:</b> Teacher observation of student as they engage in dramatic activities.</p> <p>Checklists</p> <p>Questioning</p> <p>Graphic Organizer analyzing dramatic works and characteristics of theatre from Ancient Greece and Rome.</p> <p>Graphic Organizer analyzing dramatic works and characteristics of theatre from the Medieval period.</p> <p><b>Suggested Summative Assessments:</b> Student-written analysis of dramatic works from Ancient Greece and Rome.</p> <p>Student -written analysis of dramatic works from the Medieval period.</p> <p>Analyze and display step movement in fencing</p> <p>Performance of dramatic works (i.e., Ancient Greek and Roman plays, Medieval period morality plays) graded against a rubric.</p> <p>Collaborative research project</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>8.5 D</b> Examine theatre art careers and the roles of drama professionals in society</p>		<p>Classical Greece and Rome - Presents the universal ideal of beauty through logic, order, reason and moderation.</p> <p>Development and characteristics of Ancient Greek theatre and the continuation of Greek stories and styles in Roman theatre.</p> <p>Identify characteristics of medieval drama.</p> <p>Explain what a Medieval morality play was and why it was used.</p>	<p>investigating the influences, styles, and cultural importance of dramatic works from diverse cultures and/or time periods (i.e., Ancient Greece and Rome and the Medieval period).</p>
<p><b>Unit Four: Performance Skills</b> <b>Timeline: 5 weeks</b></p>			
<p><b>Standard 1: Singing independently and with others, a varied repertoire of music.</b></p> <p><b>1.2 E</b> Sing on pitch within the appropriate singing range</p> <p><b>1.3 E</b> Sing on pitch in rhythm while applying a steady beat</p> <p><b>1.4E</b> Sing demonstrating proper posture and breathing</p> <p><b>1.5E</b> Sing demonstrating proper vocal technique</p> <p><b>1.6E</b> Sing expressively utilizing dynamics and phrasing</p> <p><b>1.9E</b> Sing in groups in response to gestures of a conductor</p>	<p>Musical performance is a form of expression.</p> <p>Actors bring life experiences to the role, making each performance and portrayal unique.</p> <p>A musical performance is not only about sounding good, it is about looking good as well.</p>	<p><b>Essential Questions:</b></p> <p>What is the role of the conductor in musical interpretation?</p> <p>Why do manners and etiquette matter to a chorus member?</p> <p>What do you want the audience to feel when you are performing?</p> <p>What qualities make an individual's performance great?</p> <p>How time- and culture-bound is the evaluation of an individual's performance?</p> <p>To what extent do the character and context affect an actor's choices and vice versa?</p>	<p><b>Suggested Formative Assessments:</b></p> <p>Teacher observation of student as they engage in dramatic activities.</p> <p>Checklists</p> <p>Questioning</p> <p>Exit tickets</p> <p>Reflection of performance as a classroom discussion</p> <p>Use of questioning during whole group instruction</p> <p><b>Suggested Summative Assessments:</b></p> <p>Completion of performance</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>1.12 P</b> Sing music in 2 and 3 parts</p> <p><b>1.13 D</b> Sing in groups and blending vocal timbres</p> <p><b>1.14D</b> Sing a repertoire of songs representing different genres, styles, and languages</p> <p><b>1.15D</b> Sing expressively with phrasing, dynamics, and stylistic interpretation</p> <p><b>1.16D</b> Sing music in 4 parts with and without accompaniment</p> <p><b>1.17D</b> Sing a repertoire of choral literature with expression and technical accuracy, including songs performed from memory</p> <p><b>Standard 6: Listen to, describing and analyzing music and musical performances</b></p> <p><b>6.1E</b> Express changes and contrasts in music through movement</p> <p><b>6.6 D</b> Express through verbal and nonverbal means various styles/genres of music</p> <p><b>Standard 8: Making connections between music, the other arts and other curricular areas</b></p> <p><b>8.3D</b> Make connections with other disciplines as they relate to music</p> <p><b>8.4 D</b> Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p><b>8.5D</b> Compare and contrast artistic themes across cultures, history, and multiple media</p>		<p><b><u>Learning Targets - I can:</u></b> Exhibit good singing posture</p> <p>Follow a conductor</p> <p>Use facial expressions effectively while singing</p> <p>Perform with proper performance manners and etiquette</p>	<p>assessment</p> <p>Students will reflect on their work, watching both performances and writing about their personal performance.</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>Standard 2: Acting in improvised and structured presentations</b></p> <p><b>2.4E</b> Portray a believable character with effective performance techniques (use of voice, facial expressions and body movement) in both improvised and structure presentations</p> <p><b>2.5E</b> Apply various acting and performance methodologies to appropriate theatrical styles</p>			
<p><b>Unit Five: Producing the Production</b> <b>Timeline: 10 weeks</b></p>			
<p><b>Standard 1: Improvising and writing scenes, scenarios and plays</b></p> <p><b>1.7 D</b> Write an original one-act play with clearly developed characters, setting, conflict and resolution</p> <p><b>Standard 3: Designing and building environments for informal and formal presentations</b></p> <p><b>3.1 E</b> Develop and implement costume and makeup designs for a structured theatrical production</p> <p><b>3.2 D</b> Apply design concepts (line, color, space, shape, texture) to design a set that communicates locale and mood for a theatrical production</p> <p><b>3.3 D</b> Construct scenery and props appropriate to the setting of theatrical production</p> <p><b>3.4 I</b> Develop and implement lighting and sound designs appropriate to the setting, mood and action</p>	<p>The production team</p> <p>Types of musical theater</p> <p>Staging the musical play</p> <p>Scene Design</p> <p>Lighting principles</p> <p>Sound design</p> <p>Stage make-up and costume design</p> <p>The production requirements of a play are conditional of a specified genre or a given historical period.</p>	<p><b><u>Essential Questions:</u></b></p> <p>Who are the keys members of a production staff and what are their responsibilities?</p> <p>What are the special concerns in producing a musical?</p> <p>What role does design play in producing a play?</p> <p><b><u>Learning Targets - I can:</u></b></p> <p>Identify various genres and historical periods of theatre. Compare and contrast various genres and historical periods of theatre.</p> <p>Identify and discuss ways that various cultures contribute to the development of theatre.</p> <p>Define theme and motif. Identify themes and motifs within a given play.</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <p>Teacher observation of student as they engage in dramatic activities.</p> <p>Checklists</p> <p>Questioning</p> <p>Compare and contrast the similarities &amp; differences of a straight play vs. a musical using a Venn Diagram.</p> <p><b><u>Suggested Summative Assessments:</u></b></p> <p>Design the set for a one-act play.</p> <p>Choose one mode of publicizing a play, make an oral or visual presentation of your promotion.</p> <p>Design a relevant costume and</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>of a theatrical production</p> <p><b>3.5 D</b> Utilize software components in order to develop set designs, lighting designs, and sound designs appropriate for theatrical production</p> <p><b>Standard 5: Managing and producing informal and formal presentations</b></p> <p><b>5.1 P</b> Analyze and understand the importance of backstage needs and communicate a plan for managing backstage traffic, props and prop tables; dressing areas and costume changes; the use of wing space/backstage area and set units</p> <p><b>5.2 D</b> Create an environment for the public and communicate a plan for front of house spaces and activities</p> <p><b>5.3 D</b> Arrange for movement patterns and communication plans for front-of house spaces and activities</p> <p><b>5.4 I</b> Understand the components of a prompt book and construct a prompt book for a specific theatrical production</p> <p><b>5.5 I</b> Formulate and implement a marketing campaign for a theatrical production</p>			<p>make-up plan for a character in the performance.</p>
<p><b>Unit Six: Aesthetics</b> <b>Timeline: 4 weeks</b></p>			
<p><b>Standard 4: Directing by envisioning and realizing improvised or scripted scenes</b></p> <p><b>4.3 I</b> Develop an audition/casting process with criteria for casting a vignette and/or theatrical</p>	<p>Characteristics of dramatic forms are interpreted throughout a performance.</p> <p>Manipulation of theatrical</p>	<p><b><u>Essential Questions:</u></b> What makes a theatre piece true art?</p> <p><b><u>Learning Targets – I can:</u></b> Compare personal responses to a</p>	<p><b><u>Suggested Formative Assessments:</u></b> Watch a performance and discuss responses in groups using theatre terminology.</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>piece</p> <p><b>4.4 I</b> Analyze the rehearsal process (time frame, scene breakdown, blocking, tech week, script deadlines, cue assignments, stage management responsibilities) and develop a production calendar for a specific theatrical piece</p> <p><b>4.5 D</b> Design a scene that effectively communicates to actors and audience the director's vision of the characters, setting and plot</p> <p><b>Standard 7: Responding to, describing, analyzing, interpreting, and evaluating theatre works and performances</b></p> <p><b>7.1 E</b> Identify and employ techniques for active listening and viewing of theatrical productions</p> <p><b>7.2 E</b> Relate the elements of a dramatic production and the impact they have on the viewer</p> <p><b>7.3 E</b> Assess how an audience's response can impact a theatrical presentation</p>	<p>elements influences aesthetic response.</p> <p>Theatrical aesthetics are comprised of:</p> <ul style="list-style-type: none"> <li>• physiological aesthetic</li> <li>• societal/cultural aesthetic</li> <li>• personal aesthetic</li> <li>• physicalization</li> <li>• vocalization</li> <li>• blocking</li> <li>• mental focus</li> <li>• acting</li> <li>• reacting</li> <li>• objective tactics</li> </ul>	<p>performance.</p> <p>Watch a performance and respond using cards that recognize different character, societal/cultural and personal values such as:</p> <ul style="list-style-type: none"> <li>• Are the characters true to life?</li> <li>• How do the characters reflect your life?</li> <li>• To which character values did you not agree?</li> <li>• Was the culture correctly identified through props and costumes?</li> </ul> <p>Write a definition for each type of aesthetic response.</p> <p>Write a response to a student performance.</p> <p>Compare and contrast personal responses to a work with those of other audience members.</p> <p>Improve critiques based on that done by a professional critic.</p>	<p>Demonstrate examples of terminology for clarification.</p> <p>Rain Dance performance</p> <p><b><u>Suggested Summative Assessments:</u></b></p> <p>Use library resources to research a review of a current Broadway production in the New York Times or New Yorker Magazine.</p> <p>Compare this to your written critique of a performance of the same work.</p> <p>Justify your theatrical and personal perceptions with references to the work and to the professional critique.</p>
<p><b>Unit Seven: Evaluating Theatre Performances</b> <b>Timeline: 5 weeks</b></p>			
<p><b>Standard 1: Improving and writing sciences, scenarios and plays</b></p> <p><b>1.4 P</b> Record the improvised movements and /or dialogue of play through writing, taping or others means</p>	<p>Behavioral expectations for the audience differ with each theatrical production and venue.</p> <p>The interaction between the</p>	<p>How do I evaluate theatre performances?</p> <p>Why are clues given? How are they executed correctly?</p> <p>What is blocking, and why is it an</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <p>Practice using theatre terminology when watching scenes.</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>Standard 4: Directing by envisioning and realizing improvised or scripted scenes</b>  <b>4.1 E</b> Analyze the meaning of improvised or scripted scene, scenarios and/or plays</p> <p><b>4.2 D</b> Create a concept that conveys meaning for a scripted scene through the use of metaphor, mood or theme</p> <p><b>Standard 7: Responding to, describing, analyzing, interpreting, and evaluating theatre works and performances</b></p> <p><b>7.1 E</b> Identify and employ techniques for active listening and viewing of theatrical productions</p> <p><b>7.2 E</b> Relate the elements of a dramatic production and the impact they have on the viewer</p> <p><b>7.3 E</b> Assess how an audience's response can impact a theatrical presentation</p> <p><b>7.4 E</b> Explain how dramatic elements combine to make a whole</p> <p><b>7.5 P</b> Establish criteria for evaluating a presentation's effectiveness in communicating ideas and emotions</p> <p><b>7.6 P</b> Evaluate the artistic quality of a production based on established criteria</p> <p><b>7.7 I</b> Examine audience evaluation tools and their effectiveness in critiquing a performance</p>	<p>audience and the performers makes each show unique.</p> <p>Evaluation of a theatrical piece is based on both cognitive reflection and emotional response. Etiquette</p> <p>Feedback and Reflection</p> <p>Constructive criticism</p> <p>Performance appreciation</p> <p>Ovation</p> <p>Encore</p> <p>Technical theatre</p>	<p>essential element of theatrical performance?</p> <p>How are appropriate speech patterns identified?</p> <p>Why is interaction with other characters necessary in a theatrical performance?</p> <p><b><u>Learning Targets - I can:</u></b> Using theatre terminology, critique a scripted scene.</p> <p>Display memorization, expression, and preparation during a performance.</p> <p>Display movement and blocking.</p> <p>Articulate and dictate appropriately during a performance.</p> <p>Demonstrate appropriate rate of speech, poise, stage presence and appearance.</p>	<p>Have students perform an improvisation or watch a movie or play clip.</p> <p>Students are to offer one positive comment and one suggestion for improvement for a performance.</p> <p>Students rehearse and perform a scripted scene. Students critique themselves and take note of peer critiques.</p> <p>Students improve the performance based on the criticism.</p> <p>Interpret song lyrics</p> <p><b><u>Suggested Summative Assessments:</u></b> Students use library resources to research professional critiques of Broadway performances.</p> <p>Choreograph a dance on the life cycle of a species.</p> <p>View a professional production and write a critique for the New York Times in the same format as researched reviews.</p>