

Curriculum Framework for Performing Arts: Musical Theatre 1

School: **Kuumba Academy Charter School** **Curricular Tool:** Teacher-created in cooperation with the Christina Cultural Arts Center **Grade:** 6 **Teacher:** _____

All 6th grade KACS students will take Musical Theater 1 as a specials class to gain experience in music, theater, and dance through an integrated performing arts curriculum that will prepare them to participate, if they desire, in KACS' annual musical production. The Delaware Prioritized Standards for Music have been used as the foundation for the course. However, the integration of music, theater, and dance is unique to musicals, and so the map also includes related standards from dance and theater. This purposeful integration lays the groundwork for students to make informed decisions in grades 7 and 8 regarding the performing arts electives in Dance, Musical Theater 2 (grade 7), or Musical Theater 3 (grade 8). Musical Theater 1 is a full year course taught to all 6th graders by a certified performing arts educator. It will also 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/ Learning Targets	Assessments
Unit One: Music In My World Timeline: 4 weeks			
<p>Music Standards: Standard 1: Singing independently and with others a varied repertoire of music</p> <p>1.1/E - Imitate melodic patterns</p> <p>1.2/E - Sing on pitch within the appropriate singing range</p> <p>1.3/E - Sing on pitch in rhythm while applying a steady beat</p> <p>1.4/E - Sing demonstrating proper posture and breathing</p> <p>1.9/E - Sing in groups in response to gestures of a conductor</p> <p>1.13/E - Sing in groups and blending vocal timbres</p> <p>1.14/E - Sing a repertoire of songs representing different genres, styles and languages</p> <p>1.15/E - Sing expressively with phrasing, dynamics and stylistic interpretation</p> <p>1.17/E - Sing a repertoire of choral literature with expression and technical accuracy including songs</p>	<p>Concepts: 16th notes and rests Changing meters Triplets Cut time Whole steps and half steps Major scales and key signatures in C, F, and G Natural minor scale and key signatures in A, D, and E Enharmonic equivalents Transposing music Rhythm Melody</p> <p>Big Ideas: There are many different genres of music, and they have different purposes. There will be positive and negative aspects to all music based on personal preferences and levels of understanding. Knowledge of music provides</p>	<p>Essential Questions: Where do I hear music in my daily life? What is the relationship between rhythm and melody? Must music have both rhythm and melody? When does sound become music? Can elements of life (buses, wind, rain, laughter, etc.) be music? What influences people to create music?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Play G A B C' D' on the recorder • Identify C D E on treble staff • Improvise a simple melody • Sing while clapping beat and rhythm • Sing in groups, blending voices • Exhibit proper breathing while singing • Sing with open throat 	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Observation of student group discussion • Identification of notes and scales • Observation of posture and breathing <p>Suggested Summative Assessments:</p> <ul style="list-style-type: none"> • Quiz on melody, harmony and chord progressions. • Rhythmic dictation • The teacher will listen to the students' perform 3-5 measures of musical selections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable with. The teacher will also have each student sing the selection individually. • Rubrics

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<p>performed from memory</p> <p>Standard 2: Performing on instruments, independently and with others, a varied repertoire of music</p> <p>2.1/E - Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p> <p>2.2/E - Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p> <p>2.3/E - Perform rhythm accompaniments by ear</p> <p>2.4/E Perform tonal accompaniments by ear.</p> <p>2.5/E - Perform melodies by ear using a melodic instrument</p> <p>2.6/E - Perform with proper posture and breathing</p> <p>2.8/E - Perform in groups in response to gestures of a conductor</p> <p>2.10/E - Perform music representing diverse genres and styles</p> <p>Standard 3: Improvising melodies, variations, and accompaniments</p> <p>3.3/E – Improvise unaccompanied melodies</p> <p>Standard 5: Reading and notating music</p> <p>5.1/E - Identify and define standard notation symbols</p> <p>5.2/E - Read rhythmic notation</p> <p>5.3/E - Read melodic notation</p> <p>5.4/E - Read a single line of an instrumental or vocal part</p>	<p>more opportunities to connect with the meaning.</p> <p>An audience is a central participant in a musical performance, making listening. Listening is active an active endeavor</p>	<ul style="list-style-type: none"> • Relaxed jaw • Listen and identify various tone colors • Produce lighter and darker, fatter and thinner vocal qualities through shaping lips and mouth • Identify their voice part by range sung and follow that part in a score • Perform with proper balance within a choir • Perform with proper blend within a choir • Shape vowels correctly while singing • Successfully sing 2 part music of beginner difficulty, while incorporation all the music skills and techniques studied 	<ul style="list-style-type: none"> • Singing assessments on sight-reading in the keys of C, G, and D

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<p>5.5/E - Notate symbols and terms for meter and rhythm</p> <p>5.6/E - Notate symbols for pitch</p> <p>Standard 6: Listening to, describing, and analyzing music and music performances</p> <p>6.6/E - Express through verbal and non-verbal means various styles/genres of music</p> <p>6.7/E - Identify the elements of music within a musical composition</p> <p>Standard 9: Understanding music in relation to diverse cultures, times, and places</p> <p>9.1/E - Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p>9.2/E - Listen to music from various periods and diverse cultures by genre or style</p> <p>9.4/E - Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p>			
<p>Unit Two: Dramatic and Literary Elements in Theatre Timeline: 2 weeks</p>			
<p><u>Theatre Standards:</u> Standard 1: Improvising and writing scenes, scenarios, and/or plays</p> <p>1.5/D Adapt a piece of literature into a theatrical piece</p> <p>1.7/D Write an original one act play with clearly developed characters, setting, conflict and resolution</p> <p>Standard 6: Comparing and integrating art forms</p>	<p><u>Concepts:</u> Literary elements – script, plot structures (exposition, rising action, climax or turning point, falling action, resolution), suspense, theme, setting, language (word choice/style used to create character, dialect, point of view), monologue, dialogue, empathy</p>	<p><u>Essential Questions:</u> What elements are necessary in a play? How do I build community to feel comfortable to express my ideas? What is drama? Must there be a script? Characters?</p>	<p><u>Suggested Formative Assessment:</u></p> <ul style="list-style-type: none"> Practice matching definitions of vocabulary with the correct terms through theatre games, worksheets, and improvisation. <p><u>Suggested Summative</u></p>

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<p>6.2/E Observe different forms of communication and transfer them into usage in performance (verbal, nonverbal, ASL, written, iconic, etc.)</p> <p>6.4/D Compare and contrast story lines presented through different artistic media (theatre, dance, literature, music)</p> <p>Standard 7: Responding to, describing, analyzing, interpreting, and evaluating theatre works and performances</p> <p>7.4/P Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle's "Poetics," etc.) combine to make a whole</p>	<p>Big Ideas: A theatrical piece has a beginning (exposition), middle (rising conflict) and end (resolution).</p> <p>Material (content) for a dramatic piece can be derived from a variety of sources.</p> <p>Theatre integrates and encompasses all the arts (dance, visual arts, music, literature).</p> <p>Theatre performance skills are transferable to real-life situations (public speaking, interviews...).</p>	<p>Props? A message or theme? Tragedy or comedy?</p> <p>What distinguishes ordinary from exceptional theatre?</p> <p>What is a literary element?</p> <p>How are literary elements used to tell a story?</p> <p>How could you portray a character to show the author's intent?</p> <p>Why are literary elements important to a story?</p> <p>What is a monologue?</p> <p>How are monologues used in a play?</p> <p>What is dialogue?</p> <p>How is a script different from other writing?</p> <p>What real-life skills can be learned through theatre?</p> <p>What makes a form of communication effective?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify and describe the use of elements of drama in dramatic works. • Compare and contrast story lines presented through different artistic media (theatre, dance, 	<p>Assessment:</p> <ul style="list-style-type: none"> • Performance tasks • Rubrics • Vocabulary quizzes

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		literature, music) <ul style="list-style-type: none"> • I understand the importance of being supportive of those who are expressing themselves. • I can create, write, and/or select dramatic works to perform for a specific purpose. • I can create and perform dramatic works in an expressive manner. • I can write, refine, and record dialogue, monologues, and action. • I can create, write, and/or select dramatic works to perform for a specific purpose. • I can explain the difference between a script and other types of writing (<i>ex., novel, short story, poem</i>). • Discuss how external attributes reflect character. • I can explain what drama is. • I can identify and explain how drama/theatre fulfills a variety of purposes. • I can create, write, and/or select dramatic works to perform for a specific purpose 	
Unit Three: Humanities: Cultures and Time Periods in the Arts Timeline: 4 weeks			
<u>Music Standards:</u> Standard 1: Singing independently and with others a varied repertoire of music 1.7/E - Sing call and response 1.9/E - Sing in groups in response to gestures of a	<u>Concepts:</u> Vocal sounds and ranges Orchestral sounds and instrument families Timbre Form Native American and African	<u>Essential Questions:</u> Is the historical context important to listening and/or analyzing music? Why did early Americans compose, perform, and enjoy music in their daily lives? What role did music	<u>Suggested Formative Assessments:</u> <ul style="list-style-type: none"> • Dance Presentation -who are the Lenapes • Native American songs and chants • Fencing and Archery

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<p>conductor</p> <p>1.10/E- Sing rounds</p> <p>1.12/E –Sing music in 2 and 3 Parts</p> <p>Standard 2: Performing on instruments, independently and with others, a varied repertoire of music</p> <p>2.10/E - Perform music representing diverse genres and styles</p> <p>Standard 5: Reading and notating music</p> <p>5.8/E - Read an instrumental or vocal score</p> <p>Standard 6: Listening to, describing, and analyzing music and music performances</p> <p>6.2/E - Identify and classify instruments according to family</p> <p>6.3/E - Identify and classify voices by range and quality</p> <p>6.4/P - Identify and describe basic music forms</p> <p>6.5/P-Identify and describe common instrumental and vocal ensembles</p> <p>6.6/D-Express through verbal and non-verbal means various styles/genres of music</p> <p>6.7/D -Identify the elements of music within a musical composition</p> <p>Standard 7: Evaluating music and music performances</p> <p>7.2/E - Identify ways for evaluating compositions and performances</p> <p>7.3/E - Explain personal music preferences using</p>	<p>influences on American storytelling</p> <p>Big Ideas: Music is a study and reflection of society. Music reflects the environment and times of its creation. A culture’s music reflects its values.</p> <p>Music has its own vocabulary which enables a person to communicate with others about music.</p> <p>There is a variety of techniques and skills that can be employed to create characters.</p> <p>Each actor brings her/his own life experiences to the role, making the portrayal unique.</p> <p>Knowledge of dramatic arts and theatre leads to a lifelong appreciation and active interest in the arts.</p> <p>Dancers create for themselves and others.</p> <p>Dance is dependent on the point of view of the artist and the dancer.</p>	<p>play in their lives?</p> <p>How can music be used as a communication tool?</p> <p>How can music be used to reflect the similarities and difference among cultures?</p> <p>How does art reflect culture?</p> <p>What does a play say about society?</p> <p>What is historical fiction?</p> <p>How do I identify culture influences in the arts?</p> <p>How is culture reflected in plays?</p> <p>How time- and culture-bound is the evaluation of an individual’s performance?</p> <p>What influences did African/Native American cultures have on American storytelling?</p> <p>How does art reflect culture?</p> <p>What does a play say about society?</p> <p>What is historical fiction?</p> <p>How do I identify culture influences in the arts?</p> <p>How is culture reflected in plays?</p> <p>What role does theatre play in the</p>	<ul style="list-style-type: none"> • Battle Dance –Students will choreograph movements that depict sequence the defense techniques • Create a skit about various forms of evolution • Graphic Organizer analyzing dramatic works from diverse cultures and time periods. • Performance of dramatic works from diverse cultures and/or time periods graded against a rubric. • Collaborative research project investigating the influences, styles, and cultural importance of dramatic works from diverse cultures and/or time periods. • Use of questioning during whole group instruction • Exit tickets where students are asked to demonstrate their grasp of the enduring understandings, essential questions, and objectives of each lesson. <p>Suggested Summative Assessments:</p> <ul style="list-style-type: none"> • Written assessments on identifying instrument families and music vocabulary and symbols • Students will complete

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<p>appropriate terminology</p> <p>7.5/E - Develop and apply criteria for evaluating compositions and performances</p> <p>Standard 8: Making connections between music, the other arts, and other curricular areas</p> <p>8.1/E - Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p>8.2/E - Make connections with other disciplines as they relate to music</p> <p>8.3/E - Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p>8.4/E - Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p>8.5/E - Compare and contrast artistic themes across cultures, history and multiple media</p> <p>Standard 9: Understanding music in relation to diverse cultures, times, and places</p> <p>9.1/E - Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p>9.2/E - Listen to music from various periods and diverse cultures by genre or style</p> <p>9.3/E - Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p>9.4/E - Identify sources of American music genres; trace the evolution of those genres and well known musicians</p>		<p>community?</p> <p>What is characteristic of the best choreography?</p> <p>How is culture bound is choreography?</p> <p>How can dance best be preserved across time?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Identify form in early American and popular music • Listening for form • Listening to distinguish sounds • Sing songs from the early American period • Sing call and response • Sing rounds • Use various classroom instruments (rhythm, xylophone, recorder, piano, etc.) to explore and identify timbre • Play new pitches D and E on recorder • Practice simple songs and duets using recorders • Identify F G A and B on treble staff • Identify how instruments are used on the music of Early America • I can analyze and explain how diverse cultures and time periods are reflected in drama/theatre. • I can engage in dramatic activities that reflect historical times and cultures 	<p>journal reflections on the music of the different cultures, either by writing their own thoughts, or by answering specific questions posed by the teacher.</p> <ul style="list-style-type: none"> • Student Written Analysis of dramatic works from diverse cultures and/or time periods. • Graphic Organizer analyzing storytelling traditions from African and Native American cultures on American storytelling. • Student Written Analysis of dramatic works Asia (Bunraku). • Student Written Analysis of storytelling traditions from African and Native American cultures on American storytelling. • Performance of dramatic works (i.e., Bunraku, storytelling traditions of African and Native American cultures, American storytelling traditions influenced by African and Native American storytelling traditions) graded against a rubric. • Collaborative research project investigating the influences, styles, and cultural importance of dramatic works from

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<p>associated with them</p> <p>9.5/E - Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p>9.6/E - Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p> <p>Theatre Standards: Standard 2: Acting in improvised and structured presentations</p> <p>2.3/E Identify character motivations through research and analysis and be able to articulate how they affect the character's actions</p> <p>2.4/E Portray a believable character with effective performance techniques (use of voice, facial expressions and body movement) in both improvised and structured presentations</p> <p>2.5/E Apply various acting and performance methodologies to appropriate theatrical styles (DelSarte, Kabuki, Noh, Viewpoints, Theatre of the Oppressed, Theatre-in-Education, Restoration, etc.)</p> <p>Dance Standards: Standard 3: Understanding dance as a way to create and communicate meaning</p> <p>3.5/D Create a dance that Effectively communicates a contemporary social theme</p> <p>3.8/D Relate how personal experience influences the interpretation of a dance</p> <p>3.9/I Present original dances to peers and articulate their creative process</p>		<ul style="list-style-type: none"> • I can explain how dramatic works reflect the culture, cultural beliefs, or blending of cultures, as well as how dramatic works can directly influence society or culture • I can explain the influence African and Native American cultures have on American storytelling. • I can describe and compare themes, characters, and situations in dramas from different cultures or time periods through the use of print and non-print sources. • I can explain how the influence of time and place are reflected in dramatic works from various time periods. 	<p>diverse cultures and/or time periods (i.e., Bunraku, African storytelling, Native American storytelling, American storytelling).</p>

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Unit Four: Music and Stories of Westward Expansion Timeline: 4 weeks			
<p><u>Music Standards:</u> Standard 1: Singing independently and with others a varied repertoire of music</p> <p>1.3/E - Sing on pitch in rhythm while applying a steady beat</p> <p>1.6/E – Sing expressively utilizing dynamics and phrasing</p> <p>1.9/E - Sing in groups in response to gestures of a conductor</p> <p>1.11/E – Sing partner songs</p> <p>1.12/E - Sing music in 2 and 3 parts</p> <p>Standard 3: Improvising melodies, variations, and accompaniments</p> <p>3.1/E – Improvise rhythmically with voice or on instrument</p> <p>3.4/E –Improvise melodic embellishments on given melodies in various tonalities</p> <p>3.5/E - Improvise rhythmic variations on given melodies</p> <p>3.10/E – Improvise melodies over given rhythm and harmonic context consistent to the styles</p> <p>Standard 4: Composing and arranging music within specific guidelines</p> <p>4.1/E - Compose short songs and instrumental pieces</p> <p>4.3/E - Utilize standard written notation in composition of short songs</p>	<p><u>Concepts:</u> Elements of music</p> <p><u>Big Ideas:</u> Music is one form of artistic expression and complements other art forms.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>Changes in history cause changes in music.</p> <p>Improvising as an individual allows freedom of expression.</p> <p>There is a variety of techniques and skills that can be employed to create characters.</p> <p>Each actor brings her/his own life experiences to the role, making the portrayal unique.</p> <p>Improvisation is important in the expression of higher level thinking and problem solving.</p>	<p><u>Essential Questions:</u> Why learn the historical and cultural context prior to evaluating music?</p> <p>How do Native Americans use music to preserve their traditions and heritage?</p> <p>What is the role of the historical time in the composing process?</p> <p>How does culture influence composition?</p> <p>How is a story made into a script?</p> <p>To what extent should/does an actor’s real-life experiences and observations affect the characters they develop on stage?</p> <p>To what extent do the character and context affect an actor’s choices and vice versa?</p> <p>How do actors tell a story to an audience through performance?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Comparing and contrasting styles of music • Listening for repetition and contrast • Listening for the elements of music in Native American and American Folk music • Compose a drum beat to 	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Groups of students perform different parts of the same scene. After the performances, students decide how to best order the scenes. • Develop an original story incorporating all story parts. Rehearse and perform for peer critique. Improve performance based upon feedback. • Act out an activity nonverbally. • In-class critique of students’ pantomimes. • Analyze an original story line to determine the dramatic sequence. • Develop a series of movements that will communicate the story line non-verbally in one minute. Rehearse and perform for peer critique. Improve performance based upon feedback. <p><u>Suggested Summative Assessments:</u></p> <ul style="list-style-type: none"> • Study various story forms. Consider how • they alter structure, emphasizing different

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<p>Standard 5: Reading and notating music</p> <p>5.7/E - Notate symbols and terms referring to dynamics, tempo and articulation</p> <p>5.8/E –Read an instrumental or vocal score</p> <p>Standard 6: Listening to, describing, and analyzing music and music performances</p> <p>6.1/E -Express changes and contrasts in music through movement</p> <p>6.7/D -Identify the elements of music within a musical composition</p> <p>Standard 8: Making connections between music, the other arts, and other curricular areas</p> <p>8.1/E - Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p>8.4/E - Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p>8.5/E -Compare and contrast artistic themes across cultures, history and multiple media</p> <p>Standard 9: Understanding music in relation to diverse cultures, times, and places</p> <p>9.2/E - Listen to music from various periods and diverse cultures by genre or style</p> <p>9.3/ E - Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p>9.4/E - Identify sources of American music genres; trace</p>		<p>accompany a Native American tale and design a dance to go with the beat.</p> <ul style="list-style-type: none"> • Playing drums and other percussion instruments • Play and explore instruments of American folk music • Play xylophones to experience American folk music • Sing songs from the early American period • Sing folk songs • Sing rounds • Improvising songs • Write an outline of a story for performance including a beginning, middle, climax, conflict resolution, and end. • Develop and perform a pantomime communicating information non-verbally through gestures, posture, facial expression, movement, and imaginary props. • Develop a series of movements that will communicate the story line non-verbally in one minute. 	<ul style="list-style-type: none"> • elements of character or theme. Develop an original story, but rearrange the story parts in the same order as a story you studied. • Rehearse and perform for peer critique. • Improve performance based upon feedback. • Use library resources to research and analyze the use of non-verbal communication in Commedia dell’Arte. • Relate this style to contemporary theatre (such as TV sitcoms) and develop an original script for non-verbal communication. • Rehearse and perform for peer critique. Improve performance based upon feedback and self-evaluation.

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<p>the evolution of those genres and well known musicians associated with them</p> <p>9.5/E - Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p>9.6/E - Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p> <p>Theatre Standards: Standard 2: Acting in improvised and structured presentations</p> <p>2.1/E Employ variations in movement, gesture and vocal expression (pitch, tempo, tone) to create characters</p> <p>2.2/E Recall and recite assigned lines for a theatre piece</p> <p>Dance Standards: Standard 4: Applying and demonstrating critical and creative thinking skills in dance</p> <p>4.7/D Create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions</p> <p>4.10/D Analyze the style of a choreographer or cultural form; then create a dance in that style</p>			
<p>Unit Five: Colors of Music Timeline: 4 weeks</p>			
<p>Music Standards: Standard 1: Singing independently and with others a varied repertoire of music</p> <p>1.6/E – Sing expressively utilizing dynamics and phrasing</p> <p>1.9/E - Sing in groups in response to gestures of a</p>	<p>Concepts: Tempo Dynamics Legato and Staccato Slur Fermata Harmonic intervals</p>	<p>Essential Questions: How can music be used to reflect the similarities and differences among cultures? Why learn to read and notate music? Why not?</p>	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Observation based assessment • Peer assessment • Written and verbal responses

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<p>conductor</p> <p>1.11/E – Sing partner songs</p> <p>Standard 2: Performing on instruments, independently and with others, a varied repertoire of music</p> <p>2.1/E - Imitate rhythmic and melodic patterns on pitched and unpitched instruments</p> <p>2.8/E - Perform in groups in response to gestures of a conductor</p> <p>2.10/E - Perform music representing diverse genres and styles</p> <p>2.11/E - Perform in groups with blend and balance</p> <p>2.12/E - Perform expressively with phrasing, dynamics and stylistic interpretation</p> <p>2.13/E - Perform a repertoire of instrumental literature with expression and technical accuracy on a pitched or unpitched instrument</p> <p>Standard 4: Composing and arranging music within specific guidelines</p> <p>4.1/E - Compose short songs and instrumental pieces</p> <p>4.3/E - Utilize standard written notation in composition of short songs</p> <p>Standard 5: Reading and notating music</p> <p>5.4/E - Read a single line of an instrumental or vocal part</p> <p>5.8/E –Read an instrumental or vocal score</p> <p>5.9/E - Read unfamiliar music with tonal and rhythmic accuracy</p>	<p>Chords: I, IV, V Two- and three-part singing Seventh chords: V⁷</p> <p>Big Ideas: Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music as a form of expression becomes part of the history and culture of people.</p> <p>Written music is open to individual interpretation.</p> <p>Voice is a tool which can move others' emotions and/or communicate meaning.</p> <p>Dance has structure.</p>	<p>How can I make a tune or piece my own?</p> <p>When does playing an instrument move from mere repetition or imitation to creative and artful performance?</p> <p>What can best be communicated through dance?</p> <p>Are there limits to dance as a medium of expression?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Read notations for expression in music and singing songs to demonstrate expression • Sing partner songs • Sing parts in small groups to explore harmony • Play xylophones to demonstrate harmony • Play new pitch of F on recorder • Practice previously learned pitches on the recorder • Compose short original pieces of music on xylophones to demonstrate expressive elements and harmony • Interpret a piece of music with a wide range of expressive elements by choreographing movement to reflect the expression of the piece. 	<ul style="list-style-type: none"> • Self-evaluation • Improvise a short dance routine individually, with a partner and with a small group <p>Suggested Summative Assessment:</p> <ul style="list-style-type: none"> • Quiz on pitches in both treble and bass clef • Quiz on melody, harmony and chord progressions. • Quiz on identifying key signatures. • Rhythmic dictation • The teacher will listen to the students' perform 5-10 measures of musical selections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable with. The teacher will also have each student sing the selection individually. • Rubrics • Written assessments on music vocabulary and symbols.

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<p>Standard 6: Listening to, describing, and analyzing music and music performances</p> <p>6.1/E -Express changes and contrasts in music through movement</p> <p>6.7/E -Identify the elements of music within a musical composition</p> <p>Standard 7: Evaluating music and music performances</p> <p>7.1/E – Express personal preferences for specific musical styles</p> <p>7.3/E - Explain personal music preferences using appropriate terminology</p> <p>7.4/E - Discuss and evaluate the relationship between music and human emotions</p> <p>Dance Standards: Standard 2: Understanding choreographic principles, processes and structures</p> <p>2.7/D Work alone, with a partner and in a small group during the choreographic process</p> <p>2.8/D Initiate dance composition using improvisational skills</p> <p>2.9/D Communicate emotional themes through dance</p>			
<p>Unit Six: Layers of Sound Timeline: 4 weeks</p>			

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p><u>Music Standards:</u> Standard 1: Singing independently and with others a varied repertoire of music</p> <p>1.8/E – Singing ostinati with songs</p> <p>1.9/E - Sing in groups in response to gestures of a conductor</p> <p>Standard 2: Performing on instruments, independently and with others, a varied repertoire of music</p> <p>2.9/E –Perform an independent part in an ensemble setting</p> <p>2.11/E - Perform in groups with blend and balance</p> <p>2.12/E - Perform expressively with phrasing, dynamics and stylistic interpretation</p> <p>Standard 4: Composing and arranging music within specific guidelines</p> <p>4.1/E - Compose short songs and instrumental pieces</p> <p>4.2/E –Arrange short songs and/or instrumental pieces</p> <p>4.5/E -Manipulate a variety of traditional, nontraditional and electronically produced sounds while creating or arranging</p> <p>4.6/E -Organize the elements of music into compositions which are unified and varied</p> <p>Standard 5: Reading and notating music</p> <p>5.1/E – Identify and define standard notation symbols</p> <p>5.7/E - Notate symbols and terms referring to dynamics, tempo and articulation</p>	<p><u>Concepts:</u> Monophony Homophony Polyphony Texture</p> <p><u>Big Ideas:</u> Music moves in layers (one, few, or many).</p> <p>Some music is arranged in thicker layers than others (thick or thin). Sometimes layers start and end together. Other times the layers start and end at different times.</p> <p>Sometimes music has one melody (monophony); sometimes music has more than one melody (polyphony).</p> <p>Texture exists in all styles, genres, and music of all cultural contexts.</p>	<p><u>Essential Questions:</u> What is “texture” in music?</p> <p>What does texture add to music?</p> <p>What kinds of sounds can be layered in music?</p> <p>What is the relationship between texture and melody?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Listening to analyze layers of sound • Listening to identify examples of monophony, homophony, and polyphony • Singing parts of songs to create texture, including ostinati • Singing an original composition with several peers to demonstrate texture • Using various instruments, including rhythm instruments and recorders to compose an original piece of music demonstrating texture • Play C and F# on the recorder 	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Observation based assessment • Peer assessment • Written and verbal responses • Self-evaluation <p><u>Suggested Summative Assessment:</u></p> <ul style="list-style-type: none"> • Quizzes on identifying notes • Quizzes on key signatures • Quizzes on building scales • Quizzes on signing and writing intervals • Melodic dictation quizzes • The teacher will listen to the students’ perform 5-10 measures of musical selections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable with. The teacher will also have each student sing the selection individually. • Rubrics

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>5.8/E –Read an instrumental or vocal score</p> <p>5.10/E – Read simple melodies in 2 or more clefs</p> <p>Standard 6: Listening to, describing, and analyzing music and music performances</p> <p>6.7/D -Identify the elements of music within a musical composition</p> <p>6.8/E –Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p>Standard 7: Evaluating music and music performances</p> <p>7.7/E - Critically evaluate one's own musical creations</p>			
<p>Unit Seven: Technical Elements and the Effective Use of Props Timeline: 4 weeks</p>			
<p><u>Theatre Standards:</u> Standard 3: Designing and building environments for informal or formal presentations</p> <p>3.1/E Develop and implement costume and makeup designs for a structured theatrical production</p> <p>3.2/E Apply design concepts (line, color, space, shape, texture) to design a set that communicates locale and mood for a theatrical production</p> <p>3.3/E Construct scenery and props appropriate to the setting of a theatrical production</p> <p>3.4/E Develop and implement lighting and sound designs appropriate to the setting, mood and action of a theatrical production</p>	<p><u>Concepts:</u> Technical elements – scenery (set), sound, lights, make-up, props, costumes, design</p> <p><u>Big Ideas:</u> Environment (set, lights, costumes, sound) contributes to the tone and meaning of a theatrical production.</p> <p>Theatrical works determine the nature and/or complexity of the environment to be created.</p> <p>Color has an effect and mood can convey an emotion.</p>	<p><u>Essential Questions:</u> What are technical elements?</p> <p>What qualities are common to the best scenery and props?</p> <p>To what extent do costume and makeup design influence (or get influenced by) the structure of a theatrical production?</p> <p>In what ways are line, color, space, shape and texture used to make a set communicate the locale and mood of a theatrical production?</p> <p>How must lighting and sound designs integrate with the setting, mood and action of a theatrical production?</p> <p>How do you determine how detailed</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Match a list of vocabulary terms with definitions or pictures. • Students will identify vocabulary definitions and identify the scale on various floor plans. • Sketch a birds-eye view of their room to scale. • From a scripted scene, draw a set floor plan to scale using balance and composition. <p><u>Suggested Summative Assessments:</u></p>

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
		<p>a setting should be?</p> <p>How are technical elements used to help create setting and mood? What are three different types of stages?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify and describe the use of technical elements of drama in dramatic works. • I can describe how technical elements are used to communicate setting and mood. • I can identify and describe the different types of stages (arena, thrust, proscenium). • I can describe and critique my own performances and the performances of others in a supportive, constructive way using appropriate criteria for dramatic works. • Improvise the use of props, and discuss how props can be used to express character. • Use library resources to research a character. • Choose props to enhance the character. • Use the props to perform a scene. • Draw a set floor plan for a play to scale. 	<ul style="list-style-type: none"> • Create a scene where a single prop is used seven or more ways. Rehearse and perform for peer critique. Improve the performance based on feedback and self-evaluation. • Performance tasks • Rubrics
<p>Unit Eight: The Show Must Go On! Timeline: 4 weeks</p>			

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p><u>Music Standards:</u> Standard 2: Performing on instruments, independently and with others, a varied repertoire of music</p> <p>2.9/E –Perform an independent part in an ensemble setting</p> <p>2.11/E - Perform in groups with blend and balance</p> <p>2.12/E - Perform expressively with phrasing, dynamics and stylistic interpretation</p> <p>Standard 5: Reading and notating music 5.9/E - Read unfamiliar music with tonal and rhythmic accuracy</p> <p>Standard 6: Listening to, describing, and analyzing music and music performances</p> <p>6.9/E - Identify and explain compositional devices and techniques used in a musical work</p> <p><u>Theatre Standards:</u> Standard 6: Comparing and integrating art forms</p> <p>6.1/E Observe examples of role playing in life and analyze how those roles could be used by theatre artists</p> <p>6.2/E Observe different forms of communication and transfer them into usage in performance (verbal, nonverbal, ASL, written, iconic, etc.)</p> <p>6.3/E Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and structured scenes</p> <p>6.4/D Compare and contrast story lines presented through different artistic media (theatre, dance, literature, music)</p> <p>6.5/D Analyze the contributions of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes)</p>	<p><u>Concepts:</u> Rhythm Melody Timbre Form Texture Expression</p> <p><u>Big Ideas:</u> To engage in an ensemble you must be both a performer and a listener with the ability to react.</p> <p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one’s imagination.</p> <p>Compositions are a communication of emotions. The audience is a central component in a musical performance</p> <p>Theatre integrates and encompasses all the arts (dance, visual arts, music, literature).</p> <p>Theatre performance skills are transferable to real-life situations (public speaking, interviews...).</p> <p>Technology and its application continually transform the capabilities of live theatre.</p> <p>Performing can develop responsible behavior and social discipline, as well as a respect for the Arts.</p>	<p><u>Essential Questions:</u> How much in music is inspiration and how much is perspiration?</p> <p>What is the difference between composition and arrangement? Why is the difference important?</p> <p>How essential is written music to the process of composition?</p> <p>How does the concept of quality relate to musical performance?</p> <p>What influences people to create music?</p> <p>What are performance elements?</p> <p>Are the masks we wear, or the roles we play, a form of theatre?</p> <p>Why do people record theatre on film? What is gained? What is lost?</p> <p>What real-life skills can be learned through theatre?</p> <p>What makes a form of communication effective?</p> <p>How are performance elements used?</p> <p>What are gestures?</p> <p>How are facial expressions used?</p> <p>What are stage directions?</p> <p>How do I use performance elements</p>	<p><u>Composition Task</u></p> <ul style="list-style-type: none"> • Compose an original piece of music that incorporates singing, instruments, and the elements of music. • Teacher will clap hands at a variety of tempi, while students demonstrate that they can match the beat. • Teacher will clap rhythms while students echo clap and teacher observes performance • Match a list of vocabulary terms with • definitions or pictures. • Students will identify vocabulary definitions and identify the scale on various floor plans. <p><u>Suggested Summative Assessment:</u></p> <ul style="list-style-type: none"> • Quizzes on rhythmic dictation • Quizzes on analyzing and identifying rhythms within a piece of music • Students will compose and perform rhythmic compositions • The teacher will listen to the students’ perform 15-20 measures of musical selections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>6.6/I Determine how learning in the arts helps develop essential skills for the workplace</p> <p>6.7/I Compare and contrast the dramatic art forms of theatre, film and television</p> <p>Dance Standards: Standard 1: Identifying and demonstrating movement elements and skills in performing arts</p> <p>1.2/E Demonstrate accuracy in moving to a musical beat and responding to changes in tempo</p> <p>1.6/E Execute basic movement phrases individually and in a group</p> <p>1.8/E Memorize and reproduce extended movement sequences</p> <p>1.9/D Execute techniques from different genres/ styles (e.g. ballet, modern dance, jazz, tap, multi-cultural)</p>	<p>To become a skilled performer requires persistence.</p>	<p>to create characters?</p> <p>What are the differences between TV, Film and stage performances?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Use skills learned through the year to listen for the elements of music in the compositions of your peers • Singing for fun – exploring rounds, texture, pop music, 3 and 4 part songs • Improvising melodies over given rhythms • Play a B-flat on the recorder. • Encourage students to use classroom instruments in their original compositions • Use instruments as different parts in songs with 3 and 4 parts • Improvising different layers of texture on classroom instruments • I can identify and describe the use of elements of drama in dramatic works. • Performance elements – acting (e.g., character motivation and analysis), speaking (e.g., breath control, vocal expression, diction), nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions – stage left, stage right, center stage, upstage, downstage) • Act in a scene for an audience demonstrating: physicalization, 	<p>with. The teacher will also have each student sing the selection individually.</p> <ul style="list-style-type: none"> • Rubrics • Singing assessments on sight-reading in the keys of F and Bb and Eb major(+ relative minors) with Solfege • Create a scene where a single prop is used seven or more ways. Rehearse and perform for peer critique. Improve the performance based on feedback and self-evaluation. • Sketch a birds-eye view of their room to scale. • Research and analyze scenes from a Greek play and compare it to a current movie or television program. Rewrite the scene for today’s audiences. Rehearse and perform for peer critique. Improve the performance based on feedback and self-evaluation

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
		vocalization, blocking, mental focus, objective, and tactics. <ul style="list-style-type: none"> I can explain how performance elements are used to create a believable character. I can identify and describe a variety of dramatic works (e.g., theatre, dramatic media - film, television, electronic media). 	
Unit Nine: Evaluating the Performing Arts Timeline: 4 weeks			
<p>Music Standards: Standard 7: Evaluating music and music performances</p> <p>7.2/E - Identify ways for evaluating compositions and performances</p> <p>7.3/E - Explain personal music preferences using appropriate terminology</p> <p>7.5/E - Develop and apply criteria for evaluating compositions and performances</p> <p>7.6/E - Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>7.7/E - Critically evaluate one's own musical creations</p> <p>7.8/E- Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p> <p>Standard 8: Making connections between music, the other arts, and other curricular areas</p> <p>8.1/E - Identify, compare and contrast the roles of creators, performers and consumers in the production and</p>	<p>Concepts: Types of aesthetic responses to theatre: Physiological-unconscious physical reactions to what is seen/heard such as blinking at a bright light Cultural-responses that can vary among different people based on age, gender, races, nationality, religion, or social groups Personal-responses that are based upon an individual's experiences</p> <p>Big Ideas: Behavioral expectations for the audience differ with each theatrical production and venue.</p> <p>The interaction between the audience and the performers makes each show unique.</p> <p>Evaluation of a theatrical piece is based on both cognitive reflection and emotional</p>	<p>Essential Questions: How do we evaluate performing arts? How do I express my reactions to a theatrical performance? How do I review a performance? How can self evaluations help actors improve their performances? How do I critique a performance? How can props be used to enhance a performance? How do I give feedback? To what extent does a live audience affect a performance for good and for ill? How should we interpret the difference between the actor's perception and the audience's reception of a performance? Under what conditions do the design</p>	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> Have students perform an improvisation or watch a movie or play clip. Toss a ball in a circle and have each student give one positive comment and one suggestion for improvement for a performance. <p>Suggested Summative Assessments:</p> <ul style="list-style-type: none"> Students use library resources to research professional critiques of performances they have seen. They compare their reflections of the movie to the professional critiques on how they are the same or different. Or, students could compare the video <i>Miracle Worker</i> to the play version recognizing similarities or differences.

Standards Alignment	Unit Concept/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>presentation of the arts including music</p> <p><u>Theatre Standards:</u> Standard 7: Responding to, describing, analyzing, interpreting, and evaluating theatre works and performances</p> <p>7.1/E Identify and employ techniques for active listening and viewing of theatrical productions</p> <p>7.2/E Relate the elements of a dramatic production and the impact they have on the viewer</p> <p>7.5/D Establish criteria for evaluating a presentation's effectiveness in communicating ideas and emotions</p> <p>7.6/D Evaluate the artistic quality of a production based on established criteria</p> <p><u>Dance Standards:</u> Standard 4: Applying and demonstrating critical and creative thinking skills in dance</p> <p>4.8/D Describe how a choreographer manipulates and develops the basic movement content in a dance</p> <p>4.9/D Identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast)</p>	<p>response.</p>	<p>components (set, costumes, lights, makeup) contribute to, or detract from, the overall production?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Using theatre terminology, give constructive criticism of theatrical performances. • Practice using theatre terminology when watching peer improvisations. • Respond to a live theatre performance considering physiological, cultural and personal points of view. • Students rehearse and perform an improvisational scene. Students critique themselves and take note of peer critiques. Students improve the performance based on the criticism. 	