

<p>Enduring Understandings:</p>	<p>Musical Theater is a uniquely American art form encompassing singing, acting and dancing. Musical theater, similar to an athletic sport, requires training and care of the mind and body. Human understanding and communication are enhanced through musical theatre performance. An understanding of the fundamentals of singing, acting and dancing is crucial for ensuring the quality of one’s performance. Understanding of the role, development and influence of musical theater throughout history increases appreciation of the art form. Using digital tools helps one access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively, and to create and communicate knowledge. Building acting, singing, and dancing skills is necessary for pursuing career pathways in musical theater. Building one’s repertoire, resume and audition skills are necessary for pursuing career pathways in musical theater.</p>
<p>Unit/Skill: Singing Techniques for Musical Theatre</p>	
<p>Days</p>	<p>Up to 15 minutes per instructional period throughout the course of the semester</p>
<p>NJCCCS</p>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
<p>NJCCCS CPI</p>	<p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. 1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. 1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance. 1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores. 1.3.12.B.3 Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs. 1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.</p>
<p>Essential Questions</p>	<p>How is musical theater similar to an athletic sport? What are key elements of good vocal hygiene? What parts of your body are involved in singing? How is breathing for singing different than “everyday” breathing? What is the proper pronunciation of the “a” vowel (also I, i, e, o, u) ? What mechanisms are used in good diction? What are elements of good ensemble performance? How is the science of sound (how sounds are generated) related to singing?</p>

	<p>What things can you do to help your voice blend with those around you in an ensemble? What can you do to maintain good intonation?</p>
Skills The Student Will...	<p>Create a healthy, aesthetically pleasing and appropriate vocal sound for the performance of musical theater repertoire. Identify and model the aspects of good singing posture and breathing technique. Emulate diaphragmatic breathing when singing. Demonstrate the fundamental principles of breath control. Practice breath support and phonation for an open, free, and well-supported vocal tone. Sing with accurate intonation. Demonstrate practices for maintaining vocal health and hygiene. Identify different timbres and singing styles used for musical theatre. Know how timbre affects the vocal sound and changes in different registers of the voice. Learn voice classification and how to notate personal singing range on the music staff. Learn what musical theatre repertoire is appropriate for personal singing range and vocal timbre. Select repertoire that matches the singing range and timbre for performance in class. Create an audition book of varied appropriate audition selections. Change or modify vowel shape when singing in extremes of range. Identify examples in repertoire where breathing, tone, vowel shape or other learned skills are emphasized; isolate and practice difficult sections. Identify the structural mechanism of good diction (articulators, resonators, and vibrators). Demonstrate an “open” vowel sound with the soft palate raised. Keep proper vowel shape for the duration of the syllable, showing care in the upper ranges to give more space to closed vowels. Match vowel qualities within the ensemble. Demonstrate an awareness of diphthongs, and properly hold the first vowel sound open while closing the sound on the second. Demonstrate how to achieve clear pronunciation in singing using the Articulators, Resonators, and Vibrators. Demonstrate good diction, focused on proper pronunciation of vowels and consonants in English. Identify examples in repertoire where diction, balance and blend are problematic; isolate and practice. Identify when the ensemble or members of the ensemble have poor intonation. Identify the causes of poor intonation and address them through performance.</p>
Assessment	<p>Solo performance of repertoire. Book/binder of audition materials. Teacher listening, diagnosis and correction of incorrect breathing or poor vocal tone. Demonstration of good singing posture and vocal tone. Teacher listening, diagnosis and correction of incorrect vowel shape, articulation, pronunciation and blend. Audio recording for student individual and group listening, critique, diagnosis and correction of ensemble blend, pronunciation, and articulation issues. Identification of the parts of the anatomy used in articulation.</p>

Literacy Integration	L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Health & Phys Ed Integration	2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness 2.1.12.C.1 Predict diseases and health conditions that may occur during one’s lifespan and speculate on potential prevention and treatment strategies. 2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. 2.5.12.B.2 Apply a variety of mental strategies to improve performance. 2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
Technology Integration	8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
21st Century Life & Careers	9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway. 9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.

	Unit/Skill: Musical Theatre History and Repertoire Building
Days	Up to 50 minutes of instructional period, 3 times per week
NJCCCS	1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
NJCCCS CPI	1.1.12.C.1 Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions. 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. 1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Essential Questions	<p>How is a work of musical theatre like a time capsule of the history and culture in which it was created? Why is it important to develop an awareness and appreciation of the cannon of Broadway musicals? Why is it important to develop an awareness and appreciation of the trailblazers of musical theatre? How are the characters of different plots similar to / different from one another? How did certain musicals change the face of American Broadway musical theatre?</p>
Skills The Student Will...	<p>Research and present information about influential contributors to musical theatre. Develop a varied repertoire of songs from American Broadway musical theatre. Prepare listening logs of various selections from musicals representing an assortment of decades and composers. Research and present information about a composer, librettist, choreographer of a musical representing a particular decade. Analyze the purpose of a song. Analyze how a musical's style, themes, etc. are rooted in its time period. Identify different genres and time periods in musical theatre history. Critique a live and/or video performance of a musical.</p>
Assessment	<p>"Who's Who in Musical Theatre" presentations Listening log presentations Broadway musical research / analysis presentations Student written and/or aural response to questions on musical theater history and repertoire</p>
Literacy Integration	<p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> ○ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ○ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ○ Use precise language and domain-specific vocabulary to manage the complexity of the topic. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating

	<p>implications or the significance of the topic).</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Social Studies Integration</p>	<p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> ○ Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ○ Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p>Technology Integration</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</p> <p>8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.</p>
<p>21st Century Life</p>	<p>9.1 21st-Century Life & Career Skills: All students will demonstrate the creative,</p>

& Careers	<p>critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.</p> <p>9.4.12.C.(4).2 Compare and contrast the roles of choreographers, dancers, and others involved in the production and presentation of dance performances to build an understanding of career opportunities in the pathway.</p> <p>9.4.12.C.(4).9 Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.</p> <p>9.4.12.C.(4).15 Analyze and explain how specific elements of technical design (e.g., lighting, sound, costumes, make-up, etc.) each contribute to arts performances in order to build a broad understanding of the role of technical design in arts productions.</p> <p>9.4.12.C.(4).16 Research past and present productions and analyze the stage sets, costumes, lighting, and other technical effects that supported various performances in order to build a broad understanding of the role of technical design in arts productions.</p> <p>9.4.12.C.(4).17 Demonstrate how technology may be used to reinforce, enhance, or alter performances to convey a broad understanding of the role of technical design in arts productions.</p>
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Unit/Skill: Acting and Characterization	
Days	Approx. 3 weeks / on going
NJCCCS	1.1 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
NJCCCS CPI	1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
Essential Questions	<p>How do you portray a character (both physically and emotionally) believably?</p> <p>How do you communicate a multi-dimensional character?</p> <p>How do you effectively work to fulfill a character’s objective?</p> <p>What are the crucial aspects of a character?</p> <p>How do you “act” a song?</p>

	What would you do if...? How can observation help you create believable characters?
Skills The Student Will...	Observe everyday behaviors and analyze motions involved in everyday activities. Discover physical actions by exploring one’s inner resources. Answer the question: “What would I do / how would I feel if I were this character in these given circumstances?” Fully understand a character’s motivation for speaking and behaving based on the given circumstances of the play and character history. Create a score of physical actions and perform it. Justify actions that will produce an emotional effect. Identify the difference between sense and emotional memory and the relationship between the two. Utilize improvisation as a means of organically creating believable characters and eliciting responses from fellow actors. Create an authentic and meaningful performance of a song which communicates emotions, thoughts, and feelings intended by the composer, lyricist, and playwright.
Assessment	Score of physical actions Student mini performances / improvisations in class Peer / teacher review of works in progress Student solo and group performances of repertoire
Literacy Integration	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Health & Phys Ed Integration	2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. 2.5.12.B.2 Apply a variety of mental strategies to improve performance.
21st Century Life & Careers	9.4.12.C.(4).11 Apply acting technique to a range of dramatic characters and situations to build a repertoire of skills. 9.4.12.C.(4).8 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various styles and media to acquire an understanding of key issues affecting the creation of characters.

**Unit/Skill:
 Preparing the Body for Singing, Acting & Dancing**

Days	Ongoing, 5-10 minutes per instructional period
NJCCCS	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance,

	<p>music, theatre, and visual art.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
NJCCCS CPI	<p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.</p> <p>1.3.12.A.3 Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p>
Essential Questions	<p>What can you do to warm-up your body and voice in preparation for musical theater performance?</p> <p>How do you prepare your mind and body for musical performance?</p> <p>What are key elements of good vocal hygiene and body health?</p> <p>What parts of your body are involved in singing?</p> <p>How is singing like an athletic sport?</p>
Skills The Student Will...	<p>Prepare the voice for singing by learning and practicing vocal warm-up exercises for range and agility.</p> <p>Prepare the body for movement (singing, dancing and acting) by learning and practicing stretching exercises.</p> <p>Develop a routine for muscle stretching and relaxation prior to beginning singing/acting/dancing exercises.</p> <p>Develop a routine for mental and kinesthetic coordination (motor control) prior to performance.</p> <p>Develop strategies for mental preparedness to relax the mind, focus and to control nerves.</p> <p>Develop strategies and practice exercises for developing proper body alignment and freedom from muscle tension.</p> <p>Implement exercises for reducing inhibitions when performing in front of group (team building games, exercises).</p> <p>Improvise and create exercises to practice breath support, good tone production and posture.</p> <p>Create and lead warm-up exercises practicing good posture, breathing, phonation and breath support.</p> <p>Improvise, create, and teach warm-up exercises to the class focused on good diction, balance and blend.</p> <p>Practice correct breathing technique and phonation for an open, free and well-supported vocal tone.</p> <p>Demonstrate the fundamental principles of breath control.</p> <p>Discuss and demonstrate good vocal hygiene and care of the body (good nutrition, enough sleep, drinking water).</p> <p>Use the voice and body properly to prevent injury (warm-up, stretch, warm-down).</p> <p>Students will improvise and create exercises to practice breath support, tone production and posture.</p> <p>Students will create and lead warm-up exercises practicing body relaxation, mental focus, and stretching.</p>
Assessment	<p>Student creation of warm-up activities focused on posture, breath support, breathing and phonation.</p> <p>Student creation of exercises and warm-up activities focused on practice of diction, balance and blend.</p>

	Demonstration of good singing posture and vocal tone. Teacher listening, diagnosis and correction of incorrect breathing or poor vocal tone. Student creation of warm-up activities focused on posture, breath support, breathing and phonation.
Health & Phys Ed Integration	2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health. 2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). 2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. 2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. 2.5.12.B.2 Apply a variety of mental strategies to improve performance.
21st Century Life & Careers	9.4.12.C.(4).3 Demonstrate basic dance movement and analyze basic skills needed for performing to build an understanding of career demands in the pathway.

Unit/Skill: Dance Styles for the Stage	
Days	Up to 50 minutes of instructional period 3 times per week.
NJCCCS	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
NJCCCS CPI	1.1.12.A.2 Categorize the elements, principles, and choreographic structures of dance masterworks.
Essential Questions	Why is it important to learn dance fundamentals for musical theatre? How can I apply dance fundamentals to the audition process? How can I apply dance fundamentals to a musical theatre performance? How can I tell a story through dance and movement? How does the dimension of dance enhance communication of a story to an audience? How is dance an extension of music? What characteristics classify dance as belonging to a certain style?
Skills The Student Will...	Execute fundamental dance principles for the stage in short combinations. Choreograph small combinations using fundamental dance principles. Evaluate peers’ execution of dance fundamentals. Create and execute dance combinations to different styles of music. Analyze and discuss the various styles, tempi, and genres of dance associated with various eras in American Broadway musical theatre (e.g., lyrical, jazz, tap; “Charleston”- Roaring 20s, “Jitterbug”-40s, etc.) Communicate a character through physical movement and interactions with other actors on stage. (*See Acting and Characterization)

	Execute choreography for the sake of enhancing the communication of a story to an audience. Apply dance fundamentals to a mock audition.
Assessment	Student performance of dance skills Student performances of teacher and student-created combinations Student performance in cabaret Student mock audition for teachers and classmates.
Health & Phys Ed Integration	2.5.12.A.1 Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. 2.5.12.B.2 Apply a variety of mental strategies to improve performance.
21st Century Life & Careers	9.4.12.C.(4).1 Demonstrate an awareness of the role of dance in various cultures to build an understanding of the nature and scope of dance in society. 9.4.12.C.(4).3 Demonstrate basic dance movement and analyze basic skills needed for performing to build an understanding of career demands in the pathway. 9.4.12.C.(4).4 Demonstrate complex steps and patterns from various dance styles and traditions to convey an understanding of techniques, principles, and processes used in the pathway.

Unit/Skill: Musical Theatre Performance and Audition Technique	
Days	Up to 40 minutes a day, ongoing
NJCCCS	1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
NJCCCS CPI	1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance. 1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.
Essential Questions	How does musical performance synthesize all the musical skills learned in warm-up exercises? (breath control, music reading, aesthetic appreciation, etc.) What skills are necessary for a musical theater performance? How is performance different from rehearsal? Why is rehearsal important? How do stage make-up, costumes, props and other accessories enhance performance? How does one engage mind and body in an effort to sustain concentration in rehearsal and performance? (staying “in the moment”) Why is warm-up (mind, voice, and body) essential to performance? What strategies can you develop for successful auditioning?

<p>Skills The Student Will...</p>	<p>Display productive rehearsal skills: respect for the class and material, participation in singing, conscientious attendance, mutual respect, alertness and cooperation. Arrive prepared for class with music, proper clothes and materials every day. Be attentive to the director as he/she works with different performers. Perform with attention to technical accuracy and expression. Memorize materials for performance (songs, monologues, scenes, dance movements). Discuss and exemplify good performance etiquette (how to behave as both performer and audience member). Synthesize the elements of vocal technique, acting technique and dance technique into a public performance that is aesthetically pleasing to the community. Perform with clear diction. Identify and demonstrate techniques for dealing with nerves. Develop criteria for choosing a wide variety of audition material (songs and monologues). Practice the skills of auditioning (cold reads, accompanist etiquette, learning dance combinations) Practice being “in the moment” of the performance without external distractions. Design and construct a resume of musical theater experience to place with headshot for auditions. Learn responsibilities of having props, costumes, make-up and other accessories to performance placed on stage when necessary, where necessary, and care for them before, during, and after performance. Apply basic stage make-up for performance following the principles of facial contouring. Adapt basic stage make-up techniques for creating characters of different ages and ethnicities. Apply knowledge of time period and character for creating individual make-up design. Analyze and discuss the differences between rehearsal, dress rehearsal, and performance. Create an audition book of varied appropriate audition selections.</p>
<p>Assessment</p>	<p>Musical theater performance for school community Daily preparation and participation in rehearsal activities Audition pre- and post- test Completion of audition book. Portfolio Review</p>
<p>Health & Phys Ed Integration</p>	<p>2.5.12.B.2 Apply a variety of mental strategies to improve performance.</p>
<p>21st Century Life & Careers</p>	<p>9.4.12.C.(4).3 Demonstrate basic dance movement and analyze basic skills needed for performing to build an understanding of career demands in the pathway 9.4.12.C.(4).4 Demonstrate complex steps and patterns from various dance styles and traditions to convey an understanding of techniques, principles, and processes used in the pathway. 9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway 9.4.12.C.(4).11 Apply acting technique to a range of dramatic characters and situations to build a repertoire of skills. 9.4.12.C.(4).15 Analyze and explain how specific elements of technical design (e.g., lighting, sound, costumes, make-up, etc.) each contribute to arts</p>

	<p>performances in order to build a broad understanding of the role of technical design in arts productions.</p> <p>9.4.12.C.(4).8 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various styles and media to acquire an understanding of key issues affecting the creation of characters.</p> <p>9.4.12.C.(4).13 Analyze and explain how artistic processes, organizational structure, and business principles are interrelated in the creation of arts productions to build an understanding of various influences.</p> <p>9.4.12.C.(4).14 Analyze stage and production management to acquire a broad understanding of the role of technical design and other facets of arts productions.</p>
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