

Instructional Unit Map

Course Title: Drama Class

Unit Title: Musical Theatre

Creator: Ms. Heather Sirisky

Length of Unit: 6 weeks

NJSLS

1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.

1.4.12acc.Cr3b: Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.

1.4.12acc.Pr6a: Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.

Cross Curricular Standards

1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.

1.1.12acc.Pr6b: Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals

Essential Questions

1. What are the defining characteristics of musical theatre during the 18th and 19th centuries?
2. How did the social and political contexts of the 18th and 19th centuries influence musical theatre?
3. In what ways did the works of key composers and lyricists shape the evolution of musical theatre during this period?
4. What role did innovation in music and storytelling play in the development of musical theatre during the Golden Age?
5. How have the contributions of 18th and 19th-century composers and lyricists influenced contemporary musical theatre?
6. In what ways can we analyze the impact of specific musical theatre productions on society during the 18th and 19th centuries?
7. In what ways did choreography contribute to storytelling and character development in musical theatre productions of the Golden Age?
8. How do the dance styles from the Golden Age reflect the societal norms and values of their time?

Summative Assessments

1. Composer/Lyricist Presentation
2. "Too Darn Hot" from *Kiss Me Kate* choreography
3. Musical Theatre Unit Test

Unit Pre-assessment & Pre-requisite skills

- KWL Chart
- Draw on background knowledge related to topic and content
- Understanding of composer and lyricist responsibilities
- Dance experience levels

Instructional/Assessment Scaffolds

1. English Language Learners: Modify in-class assignments, build background information, collaborative work, vocabulary/terminology activities, extended time on assignments, audio/visual media to improve comprehension.
2. Special Education Students: Modify in-class assignments, build background information, collaborative work, vocabulary/terminology activities, peer and instructor modeling, extended time on assignments, audio and visual media to improve comprehension, graphic organizers, parent/teacher communication, guided worksheets/notes, apply simplified language, modify curriculum content based on student's ability level, frequent questioning to keep students engaged.
3. Struggling Learners: Parent/teacher communication, small group work to help one another through tasks, break down directions to be smaller tasks, guided worksheets/notes, modeling, apply simplified language, visual demonstrations, frequently check for understanding, assist with organization of materials, hands on learning experiences, modify pace of instruction for processing time, re-teach/clarify material when needed, reading directions aloud, refocus and redirect.
4. Advanced Learners: Open ended questions, self-directed study, conversation and debate, advanced writing assignments, advanced reading and script analysis.

Differentiated Instructional Methods

- Closed captioning
- Grading rubrics
- Multiple choice comprehension questions
- Visual and audio aids
- Graphic organizers

Integration of Technology

- Youtube
- Google Slides
- Google Slides templates
- Google Docs
- Prime Video

Instructional Learning Plan

1. Learning Objectives:

- Students will research and create a multimedia presentation on a selected Golden Age composer or lyricist, demonstrating an understanding of their contributions to musical theatre, including key works, stylistic elements, and historical context.
- Students will perform a choreography routine for "Too Darn Hot" from the musical *Kiss Me Kate*, showcasing their understanding of dance forms prevalent during the Golden Age and effectively incorporating elements of rhythm, expression, and character portrayal in their performance.
- Students will analyze the film adaptation of *Kiss Me Kate*, evaluating the differences between the stage production and the film version, while discussing the impact of directorial choices, cinematography, and performance styles on the overall interpretation of the musical's themes and characters.

2. Instructional Strategies/Student Activities:

- Activity 1: Students will work in groups of six to analyze, prepare and perform the opening scene from the musical *The Pajama Game*.
- Activity 2: Students will complete a “this or that” style exercise where they must walk to the correct side of the room for the song being played between a golden age musical theatre song and a modern musical theatre song.
- Activity 3: Students will take active notes on characters/relationships, musical numbers, musical influences, and themes/messages while watching the film adaptation of *Kiss Me Kate*.

3. Formative Assessments:

- *The Pajama Game* Scene Analysis Questions
- Rehearsal Processes
- Unit 5 Notebook Check

Resources:

- *The Pajama Game*
- *Kiss Me Kate* (film)

Reflections:

- “This or that” exit ticket reflection question
- *Kiss me Kate* (film) end of viewing class reflection