

Curriculum Framework for Performing Arts: Musical Theatre 3

School: **Kuumba Academy Charter School**

Curricular Tool: Teacher-created in cooperation
with the Christina Cultural Arts Center

Grade: **8**

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 3 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
Unit One: Performance Elements Timeline : 4 weeks			
Standard 1: Improvising and writing scenes, scenarios and plays 1.1 E Identify the foundation of playmaking in a real like and fantasy 1.2 E Identify the basic elements of a play (e.g., characters, setting, plot) 1.3 E Develop an improvisation utilizing characters and setting that creates tension and suspense, with a subsequent resolution 1.4 E Record the improvised movement and/or dialogue of a play through writing, taping or other means 1.7 D Write an original one-act play with clearly developed characters, setting, conflict and resolution Standard 2: Acting in improvised and structured presentations 2.1 E Employ variations in movement, gesture and	Performance Elements: cross, enter, exit, stage positions, stage areas, sight lines, character, movement, volume, rate, pitch, enunciation, blocking, scene, cue, lines, delivery, break character, fourth wall, objective, tactics, given circumstances, conflict	Essential Questions: How do I create and portray a character for performance? How are performance elements used to create believable characters? What are some ways you can use your voice (speaking) to create a character? What are some ways you can non-verbally create a character? What is character blocking? What are the five stage directions? Learning Targets – I can: Create theatrical productions/performances. Perform an acting/technical role in an ensemble performance for an audience.	Suggested Formative Assessments: Match vocabulary terms with list of definitions. Relate boot camp movements to performance elements. Suggested Summative Assessments: Acting students develop and perform as a character in a scene based upon given circumstances. Technical students develop and design a set based on given circumstances. Acting students perform a scene accurately portraying all physical, vocal an emotional aspects

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<p>vocal expression (pitch, tempo, tone) to create characters</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>Standard 4: Directing by envisioning and realizing improvised or scripted scenes</p> <p>4.5 D Design a scene that effectively communicates to actors and audience the director's vision of the characters, setting and plot</p>		<p>React to an improvised situation based on the given circumstances that motivate their character.</p> <p>Brainstorm different improvised situations and determine how to portray them through costume, sound, scenery, lighting.</p> <p>Analyze a story to explore character.</p> <p>Identify and describe the use of elements of drama in dramatic works.</p> <p>Explain how performance elements are used to create a believable character.</p> <p>Use performance elements to create a believable character.</p> <p>Use voice to create a variety of characters.</p> <p>Use body (non-verbal) to create a variety of characters.</p> <p>Explain what character blocking is.</p> <p>Identify and demonstrate the five stage directions.</p>	<p>of character.</p> <p>Technical students build and implement your design, improving based upon feedback.</p> <p>Acting students perform an original scene on two different emotional levels, both supported by the given circumstances.</p> <p>Technical students build and implement your revised design.</p>
<p>Unit Two: Literary Elements Timeline: 4 weeks</p>			
<p>Standard 1: Improvising and writing scenes, scenarios and plays</p> <p>1.2 E Identify the basic elements of a play (e.g., characters, setting, plot)</p>	<p>Literary Elements: script, plot structures, suspense, theme, setting, language, monologue, dialogue, empathy</p>	<p><u>Essential Questions:</u></p> <p>How do I write a scene?</p> <p>How can technical elements be utilized to enhance a performance?</p>	<p><u>Suggested Formative Assessments:</u></p> <p>Submit a story synopsis.</p> <p>Create [and perform] a</p>

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<p>Standard 3: Designing and building environments for informal and formal presentations</p> <p>3.5 D Utilize software components in order to develop set designs, lighting designs, and sound designs appropriate for theatrical production</p> <p>Standard 4: Directing by envisioning and realizing improvised or scripted scenes</p> <p>4.5 D Design a scene that effectively communicates to actors and audience the director's vision of the characters, setting and plot</p> <p>Standard 7: Responding to, describing, analyzing, interpreting, and evaluating theatre works and performances</p> <p>7.4 D Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle's "Poetics", etc.) combine to make a whole</p>	<p>Typical plot structures of a theatrical Performance</p> <p>Language can be used to create a character.</p> <p>Monologue and dialogue are used to express voice in a scene.</p>	<p>What is the typical structure a plot follows?</p> <p>Why are themes used in dramatic works?</p> <p>How is language used to create a believable character?</p> <p>What is the difference between a monologue and a dialogue?</p> <p>What is empathy and why is it important to drama?</p> <p><u>Learning Targets – I can:</u></p> <p>Apply knowledge of theatrical elements.</p> <p>Identify plot structures in dramatic works.</p> <p>Explain why themes are used in dramatic works.</p> <p>Use language to create a believable character.</p> <p>Contrast a monologue and a dialogue.</p> <p>Explain what empathy is and its importance in dramatic works.</p> <p>Write a short scene including dialogue, setting, and character description.</p> <p>Perform a scene using blocking.</p>	<p>monologue about a war ending differently.</p> <p><u>Suggested Summative Assessments:</u></p> <p>Use library resources to research and analyze critiques of plays in the New York times.</p> <p>Determine where in the structure of a story most problems occur.</p> <p>Write a review of your story in the same format as those you've read focusing on what you've found to be the weakest point of your scene.</p> <p>Write a script for a scene including dialogue, setting and character description.</p> <p>Write a critique of your script in the format of a professional Broadway critique.</p>

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Unit Three: Singing Fundamentals (Model Unit) Timeline: 3 weeks			
Standard 1: Singing independently and with others, a varied repertoire of music. 1.2 E Sing on pitch within the appropriate singing range 1.3 E Sing on pitch in rhythm while applying a steady beat 1.4E Sing demonstrating proper posture and breathing 1.5E Sing demonstrating proper vocal technique 1.6E Sing expressively utilizing dynamics and phrasing 1.9E Sing in groups in response to gestures of a conductor 1.12 P Sing music in 2 and 3 parts 1.13 D Sing in groups and blending vocal timbres Standard 5: Reading and notating music 5.4 E Read a single line of an instrumental or vocal part 5.7 P Notate symbols and terms referring to dynamics, tempo and articulation 5.8 D Read an instrumental or vocal score 5.10 D Read simple melodies in 2 or more clefs Standard 6: Listen to, describing and analyzing	Musical Expression Theatre integrates and encompasses all the arts (dance, visual arts, music, literature) Performance skills are transferable to real-life situations Technology and its application continually transform the capabilities of live theatre	<u>Essential Questions:</u> What does proper breathing look/feel like? Why is it important to breathe correctly while singing? What are the physical characteristics necessary for good breath support? How are balance and blend achieved within a choir? How do dynamics affect the mood of a song? How do expressive elements communicate an idea and/or feeling in a song? Are the masks we wear, or the roles we play, a form of theatre? What real-life skills can be learned through theatre? What makes a form of communication effective? <u>Learning Targets – I can:</u> Exhibit proper breathing while singing and performing Perform with proper balance within a choir	<u>Suggested Formative Assessments:</u> Responds to questioning during whole group instruction Informal assessment during class when students are rehearsing Exit tickets Journals <u>Suggested Summative Assessments:</u> Complete performance task Participation in choral group and/or musical ensemble Create lyrics that communicate the events of the Capturing of the Flag.

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music and musical performances 6.1E Express changes and contrasts in music through movement 6.3E Identify and classify voices by range and quality 6.6P Express through verbal and non-verbal means various styles/genres of music 6.7P Identify the elements of music within a composition		Perform with proper blend within the choir Sing and vocalize with dynamic contrast	
Unit Four: Parallel Performance? Timeline: 4 weeks			
Standard 2: Acting in improvised and structured presentations 2.2 E Recall and recite assigned lines for a theatre piece 2.5 P Apply various acting and performance methodologies to appropriate theatrical styles Standard 6: Comparing and integrating art forms 6.1 E Observe examples of role playing in life and analyze how those roles could be used by theatre artists 6.6 D Determine how learning in the arts helps develop essential skills for the workplace 6.7 D Compare and contrast the dramatic art forms of theatre, film and television 6.8 D Create a plan for adapting a live performance	Concepts: Stage Pictures: <ul style="list-style-type: none"> • sight lines • color • balance • levels • angles • proximity • dominant characters Paintings and Photographs: <ul style="list-style-type: none"> • composition • form • color • positive space (people, objects) • negative space (area around 	Essential Questions: How does perception affect my evaluation of a theatrical performance? Learning Targets – I can: Perform a scene using blocking. Make connections among the arts and between theatre and non-arts disciplines. Compare and contrast stage pictures to paintings or photographs. Compare and contrast the use of theatrical elements in Ancient Greek, Commedia Dell’Arte, Elizabethan, and Romantic time periods to contemporary American/European drama. Read, analyze, and rehearse a scene	Suggested Formative Assessments: Discuss the relationship between actions and meaning in small groups. Match vocabulary terms with list of definitions. Suggested Summative Assessments: Use library resources to research a painting from a famous artist incorporating a minimum of three human figures. Write a script based on the use of space and visual elements in the painting. Include blocking cues to establish change in stage

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to electronic media	object) illusion of depth <ul style="list-style-type: none"> • balance • emphasis 	from a published script. Block a scene communicating surface and abstract scene elements. Explain the relationship between actions and meaning in a scene. Observe how colors, angles, levels and proximity communicate meaning in both a scene and a painting. Create and rehearse an ensemble improvisational scene using stage pictures, angles, levels, balance and proximity.	pictures throughout the script. Rehearse the story and improve it based on peer critiques. Perform an original story based on a painting incorporating use of stage picture.
Unit Five: Producing the Production Timeline: 10 weeks			
Standard 1: Improvising and writing scenes, scenarios and plays 1.7 D Write an original one-act play with clearly developed characters, setting, conflict and resolution Standard 3: Designing and building environments for informal and formal presentations 3.1 E Develop and implement costume and makeup designs for a structured theatrical production 3.2 P Apply design concepts (line, color, space, shape, texture) to design a set that communicates locale and mood for a theatrical production 3.3 P Construct scenery and props appropriate to the setting of theatrical production	The production team Types of musical theater Staging the musical play Scene Design Lighting principles Sound design Stage make-up and costume design The production requirements of a play are conditional of a specified genre or a given historical period.	<u>Essential Questions:</u> Who are the keys members of a production staff and what are their responsibilities? What are the special concerns in producing a musical? What role does design play in producing a play? <u>Learning Targets - I can:</u> Identify various genres and historical periods of theatre. Compare and contrast various genres and historical periods of theatre. Identify and discuss ways that various cultures contribute to the	<u>Suggested Formative Assessments:</u> Teacher observation of student as they engage in dramatic activities. Checklists Questioning Compare and contrast the similarities & differences of a straight play vs. a musical using a Venn Diagram. <u>Suggested Summative Assessments:</u> Design the set for a one-act

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<p>3.4 D Develop and implement lighting and sound designs appropriate to the setting, mood and action of a theatrical production</p> <p>3.5 D Utilize software components in order to develop set designs, lighting designs, and sound designs appropriate for theatrical production</p> <p>Standard 4: Directing by envisioning and realizing improvised or scripted scenes</p> <p>4.3 D Develop an audition/casting process with criteria for casting a vignette and/or theatrical piece</p> <p>4.4 D 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>Standard 5: Managing and producing informal and formal presentations</p> <p>5.1 E 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>5.2 D Create an environment for the public and communicate a plan for front of house spaces and activities</p> <p>5.3 D Arrange for movement patterns and communication plans for front-of house spaces and activities</p>		<p>development of theatre.</p> <p>Define theme and motif. Identify themes and motifs within a given play.</p>	<p>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 make-up plan for a character in the performance.</p>

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<p>5.4 D Understand the components of a prompt book and construct a prompt book for a specific theatrical production</p> <p>5.5 D Formulate and implement a marketing campaign for a theatrical production</p>			
Unit Six: Technical Elements Timeline: 3 weeks			
<p>Standard 3: Designing and building environments for informal and formal presentations</p> <p>3.1 E Develop and implement costume and makeup designs for a structured theatrical production</p> <p>3.2 P 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 P Construct scenery and props appropriate to the setting of theatrical production</p> <p>3.4 D Develop and implement lighting and sound designs appropriate to the setting, mood and action of a theatrical production</p> <p>3.5 D Utilize software components in order to develop set designs, lighting designs, and sound designs appropriate for theatrical production</p> <p>Standard 5: Managing and producing informal and formal presentations</p> <p>5.1 E 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>Technical Elements: scenery (set), sound, lights, make-up, props, costumes, design</p>	<p><u>Essential Questions:</u></p> <p>What are the technical elements?</p> <p>How are technical elements used to help establish the setting and a specific mood?</p> <p>What is the difference between scenery, props and costumes?</p> <p>What are three types of stages?</p> <p>Why do you need different types of stages?</p> <p><u>Learning Targets – I can:</u></p> <p>I can identify and describe the use of elements of drama in dramatic works.</p> <p>I can explain how technical elements are used to help establish the setting and a specific mood.</p> <p>I can explain the difference between scenery, props and costumes.</p> <p>I can identify three types of stages.</p>	<p><u>Suggested Formative Assessments:</u></p> <p>Teacher observation of student during drama activities.</p> <p>Questioning</p> <p>Short performance tasks demonstrating each element and/or sub element.</p> <p><u>Suggested Summative Assessments:</u></p> <p>Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.</p> <p>Create a product that will improve the environment and script a short PSA performance to accompany it.</p>

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Standard 6: Comparing and Integrating Art Forms 6.5 P Analyze the contributions of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes)		I can explain why you would have different types of stages.	
Unit Seven: Cultural Connections Timeline: 4 weeks			
Standard 1: Improvising and writing scenes, scenarios and plays 1.5 P Adapt a piece of literature into a theatrical piece 1.6P Explore human issues and various outcomes in order to devise a performance piece that is linear in presentation form Standard 8: Understanding theatre works in relation to cultures, times and places 8.1E Compare and contrast different genres of theatre (e.g., drama, comedy, musical theatre, opera) 8.2 E Analyze dramatic works in the context of the culture, time and place in which they originated 8.3 D Analyze and explain the function of theatre across cultures, times and places 8.4 D Assess the social, cultural and economic impact of theatre art on society 8.5 D Examine theatre art careers and the roles of drama professionals in society	Dramatic works reflect ideas, beliefs, customs, and traditions of a culture. Drama was performed in different ways during different time periods. American theatre has its own unique identity and characteristics. Literature and performance are derived from one another.	Essential Questions: How do dramatic works reflect the ideas, beliefs, customs and traditions of a culture? What are characteristics of Early American through Civil War drama? What types of dramatic works were performed during the Early American through Civil War period? How and when did American drama first develop its own unique characteristics? Learning Targets – I can: Analyze and explain how diverse cultures and time periods are reflected in drama/theatre. Identify characteristics of Early American through Civil War drama. Perform dramatic works from the Early American through Civil War period. Explain how and when American	Suggested Formative Assessments: Teacher observation of student as they engage in dramatic activities. Checklist Questioning Graphic Organizer analyzing dramatic works from the Early American through Civil War period. Analyze song lyrics about pollution and the Earth Suggested Summative Assessments: Student Written Analysis of dramatic works from the Early American through Civil War period. Performance of dramatic works from the Early American through Civil

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		drama first developed its own unique characteristics.	War period graded against a rubric. Collaborative research project investigating the influences, styles, and cultural importance of dramatic works from the Early American through Civil War period.
Unit Eight: Performance Critique Timeline: 3 weeks			
Standard 1: Improving and writing sciences, scenarios and plays 1.4 E Record the improvised movements and /or dialogue of play through writing, taping or others means Standard 4: Directing by envisioning and realizing improvised or scripted scenes 4.1 E Analyze the meaning of improvised or scripted scene, scenarios and/or plays 4.2 D Create a concept that conveys meaning for a scripted scene through the use of metaphor, mood or theme Standard 7: Responding to, describing, analyzing, interpreting, and evaluating theatre works and performances 7.1 E Identify and employ techniques for active listening and viewing of theatrical productions 7.2 E Relate the elements of a dramatic production	Behavioral expectations for the audience differ with each theatrical production and venue. The interaction between the audience and the performers makes each show unique. Evaluation of a theatrical piece is based on both cognitive reflection and emotional response. Etiquette Feedback and Reflection Constructive criticism Performance appreciation Ovation Encore	Essential Questions: What is acting and how is it done? How does perception affect my evaluation of a theatrical performance? What makes a piece of theater good art? How do I review a performance? How do I critique a performance? How do I give feedback? Learning Targets – I can: Explain aesthetics of theatre and evaluate theatrical performances. Critique a scripted scene on acting and technical elements. Explain how personal responses can vary based upon age, gender, ethnicity, nationality, race, and/or cultural group.	Suggested Formative Assessments: Practice using theatre terminology when watching scenes. Write a definition for each type of aesthetic response. Suggested Summative Assessments: Students use library resources to research Professional productions, paying particular attention to the different ways the setting is represented visually. Select a play where there were two contrasting sets. Write two critiques, one positive for one performance and one

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<p>and the impact they have on the viewer</p> <p>7.3 E Assess how an audience's response can impact a theatrical presentation</p> <p>7.4 E Explain how dramatic elements combine to make a whole</p> <p>7.5 E Establish criteria for evaluating a presentation's effectiveness in communicating ideas and emotions</p> <p>7.6 P Evaluate the artistic quality of a production based on established criteria</p> <p>7.7 D Examine audience evaluation tools and their effectiveness in critiquing a performance</p>	<p>Technical theatre</p>	<p>Perform an improvisation or watch a movie or play clip.</p> <p>Write a response from the viewpoint of someone from a different age, gender, race, ethnic or social background.</p> <p>Describe and critique my own performances and the performances of others in a supportive, constructive way using appropriate criteria for dramatic works.</p>	<p>negative to the other performance</p> <p>Watch a performance and respond using chart recognize different character, societal/cultural and personal values such as:</p> <ul style="list-style-type: none"> • Are the characters true to life? • How do the characters reflect your life? • To which character values did you not agree? • Was the culture correctly identified through props and costumes?