

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FINE AND PERFORMING ARTS MAGNET PROGRAM

**ACTING, VOICE & MUSICAL THEATRE
ANCILLARY FOR DANCE STUDENTS**

Grade Level: 9-12

Credits: 1.25 per year

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 29, 2016

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

Board of Education

Mr. Heshy Moses, President
Mrs. Jennifer Sutera, Vice President
Mr. Vincent Accettola
Mr. William Bruno
Mrs. Elizabeth Canario
Mr. Samuel Carollo
Mrs. Amy Fankhauser
Mrs. Kathie Lavin
Mr. Michael Messinger

Central Administration

Mr. Charles Sampson, Superintendent
Dr. Nicole Hazel, Chief Academic Officer
Dr. Jeffrey Moore, Director of Curriculum and Instruction
Ms. Stephanie Mechmann, Administrative Supervisor of Curriculum & Instruction
Dr. Nicole Santora, Administrative Supervisor of Curriculum & Instruction

Curriculum Writing Committee

Ms. Regina McAllen
Ms. Amy Myers

Supervisor

Mr. Craig Chern

.....**ACTING, VOICE & MUSICAL THEATRE ANCILLARY**

COURSE PHILOSOPHY

The Fine and Performing Arts Academy represents a student-centered learning environment that integrates dance, acting, vocal performance, and cross-curricular academic skills. Its primary goals are to address the developmental nature of each learner, promote critical thinking skills, foster communication, and make connections across the curriculum. The Fine and Performing Arts Academy offers courses that enable students to appreciate and create art as a part of the overall human experience. Students acquire and demonstrate a solid knowledge of the artistic process, develop a personal artistic voice, and embody a level of professionalism that will enable them to pursue a career in the arts. *Acting, Voice and Musical Theatre Ancillary* provides tools to enhance performance quality in dance as well as provide skills that are marketable for dancers.

COURSE DESCRIPTION

Acting, Voice and Musical Theatre Ancillary focuses on performance and vocal techniques. Students will learn how to express themselves utilizing appropriate vocal and theatre terminology. Students will develop self-discipline for solo work, collaborative ensemble work, as well as their artistic voice through in-class solo vocal and group musical theatre performances. They will improve their aesthetic eye through the critique of their work and the work of others. Students are expected to increase their repertoire and strive toward higher proficiency throughout the years. Completion of this course each year ensures satisfaction of New Jersey's 5-credit visual and performing arts graduation requirement.

COURSE SUMMARY

COURSE GOALS

Voice Course Goals:

- CG1: Students will perform vocal repertoire utilizing techniques that incorporate the essential physical elements of the vocal mechanism.
- CG2: Students will accurately perform sight-reading exercises demonstrating a mastery of music literacy (correct pitches, rhythms and hand signals).
- CG3: Students will compose and perform music utilizing the concepts of music theory.

Acting Course Goals:

- CG4: Students will create characters that are authentic people living truthfully under imaginary circumstances.
- CG5: Students will communicate utilizing both open and honest feelings and careful and deliberate listening.
- CG6: Students will create effective theatrical performances through commitment, professional behavior, and collaboration.
- CG7: Students will construct critiques by assessing an actor's perceived intentions and their success as felt by the audience.

Musical Theater Course Goals:

- CG8: Students will maintain and demonstrate proficiency of professional musical theatre standards during performance when executing multiple disciplines simultaneously.

COURSE ENDURING UNDERSTANDINGS

COURSE ESSENTIAL QUESTIONS

CEU1: A successful performance of vocal music is the mastery and culmination of movement, harmony, rhythm, in-depth musical analysis, appropriate vocal techniques, and performance skills.

CEQ1: How can we recognize good vocal performance?

CEU2: Proficiency in reading music is essential in order to master advanced-level repertoire and to achieve success in select ensembles.

CEQ2: Is there more to skill to singing than just being able to sing?

CEU3: Critical listening and thinking skills learned through musical and non-musical collaboration are essential to a successful, comprehensive educational experience.

CEQ3: How do you listen to collaborators while engaging in a group performance?

CEU4: Peer- and self- evaluation are critical components for improving and appreciating the aesthetics of a performance.

CEQ4: How do you create and deliver constructive criticism in order improve performance?

CEU5: Truth and honesty of character are essential to the creation of authentic people living truthfully under imaginary circumstances.

CEQ5: How can an actor create a believable, authentic character for an audience?

CEU6: Good theatrical performance is created through a combination of hard work, professional behavior, and honest communication.

CEQ6: What is necessary to create an outstanding theatrical performance?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
1: Voice (Dance I – II)	LG1: Students will perform intermediate vocal repertoire (Italian and English art songs), effectively applying elements of vocal technique. LG2: Students will perform fundamental sight-reading exercises, demonstrating a mastery of music literacy.	2 periods a week for 2 years
2: Acting (Dance I - II)	LG1: Students will perform theatrical masque work. LG2: Students will utilize basic script analysis techniques to perform scenes containing characters near their age. LG3: Students will perform a professional audition for straight and musical theatre.	1 period a week for 2 years
3: Voice (Dance III-IV)	LG1: Students will perform advanced vocal repertoire (French and English art songs), applying highly developed elements of vocal technique. LG2: Students will perform and notate advanced sight-reading exercises demonstrating music literacy. LG3: Students will compose and arrange simple melodies, applying music theory and previous knowledge.	1 or 2 periods a week for 2 years
4: Musical Theatre (Dance III-IV)	LG1: Students will maintain and demonstrate proficiency of professional standards during performance when executing multiple disciplines simultaneously. LG2: Students will perform choral and solo vocal music utilizing physical, technical, and communication skills. LG3: Students will consistently contribute to the creativity, execution and performance quality of the ensemble unit.	1 period a week for 2 years

ACTING, VOICE & MUSICAL THEATRE ANCILLARY
UNIT 1: Voice (Dance I & II)

SUGGESTED DURATION:
2 PERIODS A WEEK FOR 2 YEARS

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will perform intermediate vocal repertoire (Italian and English art songs), effectively applying elements of vocal technique.

LG2: Students will perform fundamental sight-reading melodies, demonstrating a mastery of music literacy.

UNIT LEARNING SCALE: LG1

4	In addition to score 3 performances, the student will demonstrate exceptional skill in dynamics (forte, mezzo, piano), expression, tone quality and communication.
3	The student can: <ul style="list-style-type: none"> • memorize two different selections of music, one in Italian and one in English; • perform with accurate pitch, tempo, diction and rhythm (eighth notes, quarter notes, dotted quarter notes, half notes and whole notes); • express the composers' intention in the performance, demonstrating appropriate expression and understanding of the text; • demonstrate appropriate breath support and technique (lower abdominal breathing, clear tone quality, correct posture, absence of glottal attacks, lack of tension in the jaw/neck area).
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3. Student refuses to participate.

UNIT LEARNING SCALE: LG2

4	In addition to score 3 performances, students will demonstrate exceptional skill in difficult passages, shows leadership within the class or serves as a peer tutor
3	The student can: <ul style="list-style-type: none"> • sing at first sight an unknown eight-measure melody, demonstrating mastery of correct rhythm and pitches; • demonstrate the hand signals that correspond with each note on the scale at the appropriate time in the music; • model the movement of the melody by demonstrating the hand signals on a scale from over the head to chest level.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3. Student refuses to participate.

ENDURING UNDERSTANDINGS

CEU1: A successful performance of vocal music is the mastery and culmination of movement, harmony, rhythm, in-depth musical analysis, appropriate vocal techniques, and performance skills.

CEU2: Proficiency in reading music is essential in order to master advanced-level repertoire and to achieve success in select ensembles.

CEU4: Peer- and self- evaluation are critical components for improving and appreciating the aesthetics of a performance.

ESSENTIAL QUESTIONS

CEQ1: How can we recognize good vocal performance?

CEQ2: Is there more to skill to singing than just being able to sing?

CEQ4: How do you create and deliver constructive criticism in order improve performance?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1, 2 CEU 1, 2, 4 CEQ 1, 2, 4 1.3.12.B.2 1.4.12.B.2 9-10.RST.4 DOK 3	Part 1 of 2. Students will perform a designated sight-singing melody, demonstrating mastery of rhythm, pitches and hand signals. The appropriate melody will be selected by the teacher, and students will be tested in small groups. Exercises will be approximately four measures in length, using the diatonic major scale consisting of the rhythmic elements: quarter notes, eighth notes, half notes, whole notes, and dotted quarter notes. Time signatures will be limited to 4/4. Teacher will monitor proficiency utilizing listening skills and visual observation of correct signals.
LG1, 2 CEU 1, 2, 4 CEQ 1, 2, 4 1.1.12.B.1 1.3.12.B.2 1.4.12.B.2 9-10.RST.4 DOK 4	Part 2 of 2. Students will perform their choice of repertoire, highlighting their strengths as an individual singer. Performance will demonstrate application of vocal technique, performance quality and composers' intention. Teacher will provide students with six musical options: three selections for high voice and three selections for low voice as well as a variety of up tempo and ballads. Students will choose one piece that they feel they will be most successful performing. Selections must be memorized and recordings for home practice will be provided.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
articulation beat(s) breath support coda correct pitches critique dynamics eight major keys expression glottal measure mezzo, forte, piano posture quarter notes, half notes reflection rhythms and hand signals in a 4/4 and 3/4 time signature solfeg tempo time signature/meter tone quality	Identify how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical composition (DOK 2)	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.
	Perform examples of classical improvisations (melisma) which would be appropriate to the time period, comparing this to the “riffing” found in pop music today (DOK 3)	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.
	Recognize how compositions from different world cultures and genres differ with respect to technique, musicality, and stylistic nuance and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance (DOK 2)	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.
	Describe how the elements of music are manipulated in original or prepared musical scores (DOK 2)	1.3.12. B.2: Analyze how the elements of music are manipulated in original or prepared musical scores.
	Recognize contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of music (DOK 2)	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.
	Determine artist’s intent and support using evidence and reasoning (DOK3)	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology ad citing embedded clues to substantiate the hypothesis.
	Sing, speak and study a variety of pieces from different time periods, countries and composers. Describe what might have been influential during its time of composition, as well as its influence on society after its completion (DOK 3)	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.
	Describe how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork (DOK2)	1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
	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 music from diverse cultural contexts and historical eras (DOK 3)	1.4.12.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
	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 (DOK 3)	1.4.12.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Determine the meaning of symbols, key terms, and other domain-specific words and phrases used in a specific scientific or technical context relevant to grades 9-10 texts and topics (DOK 2)	9-10.RST.4 Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific technical content.	

ACTING, VOICE & MUSICAL THEATRE ANCILLARY
UNIT 2: Acting (Dance I and II)

SUGGESTED DURATION:
1 PERIOD A WEEK FOR 2 YEARS

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will perform theatrical mask work.

LG2: Students will utilize basic script analysis techniques to perform scenes containing characters near their age.

LG3: Students will perform a professional audition for straight and musical theatre.

UNIT LEARNING SCALE: LG1

4	In addition to score 3 performances, the student will demonstrate exceptional skill in mask work.
3	The student can: <ul style="list-style-type: none"> • communicate attitude, attention, objective, and character through body language; • identify various physical traits (pedestrian tensions) that make up a character; • create a physical awareness that allows the student to identify and rectify their own pedestrian tensions through physical adjustments.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

UNIT LEARNING SCALE: LG2

4	In addition to score 3 performances, the students will demonstrate exceptional skill in script analysis by finding specific nuances in the script or true honesty in performance.
3	The student can: <ul style="list-style-type: none"> • identify beats in a script and notate them; • write and perform objectives with action verbs; • utilize pantomime to create scenes outside of a classroom setting; • create and perform blocking that helps to tell the story of the scene; • find and incorporate the given circumstances and "moment before."
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

UNIT LEARNING SCALE: LG3	
4	In addition to score 3 performances, the student will demonstrate exceptional skill by taking adjustments to a performance level on the spot.
3	<p>The student can:</p> <ul style="list-style-type: none"> • speak to an accompanist clearly and concisely when walking into an audition room; • audition for work at a professional level for both straight and musical theatre; • improvise adjustments effortlessly; • analyze sides and cuts for beats and given circumstances in a small amount of time in order to perform quickly.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU3: Critical listening and thinking skills learned through musical and non-musical collaboration are essential to a successful, comprehensive educational experience.	CEQ3: How do you listen to collaborators while engaging in a group performance?
CEU4: Peer- and self- evaluation are critical components for improving and appreciating the aesthetics of a performance.	CEQ4: How do you create and deliver constructive criticism in order improve performance?
CEU5: Truth and honesty of character are essential to the creation of authentic people living truthfully under imaginary circumstances.	CEQ5: How can an actor create a believable, authentic character for an audience?
CEU6: Good theatrical performance is created through a combination of hard work, professional behavior, and honest communication.	CEQ6: What is necessary to create an outstanding theatrical performance?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1, 2, 3 CEU 3, 4, 5, 6 CEQ 3, 4, 5, 6 1.1.12.C.2 1.3.12.C.2 1.4.12.B.2 9-10.RST.4, 7 9-10.WHST.1.b DOK 4	<p>Students will present the final performance of a scene chosen by the teacher. The scene can should be between no more than three people. It should be between 5-10 minutes long and exhibit characters near the age of our students. The scene will address talent differentiation of each individual student so that students will work on the skills necessary for their growth. The project will require students to apply objectives, body movement learned through masque work, characterization, and basic blocking choices. Students should incorporate written teacher feedback, as well as peer feedback, into the production. The project will measure the student's ability to take a piece of written text and apply professional theatrical expectations to it in order to prepare them to market themselves for work. The format will follow professional audition procedure with students signing in with a monitor to create audition order.</p> <p>Finally, a written self-evaluation of the performance will be submitted, as well as a critique of a peer's performance. It should be at least 10 sentences of self-evaluation and 10 sentences of peer evaluation. Students will justify their performance, as well as how they incorporated written teacher and peer feedback from previous classes.</p>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
beats blocking claim counter-claim cuts given circumstances improvisation mask moment before objectives pantomime pedestrian tension sides	Reread and mark scripts with beats and write and perform objectives to create character motivation (DOK 3)	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.
	Provide appropriate feedback to fellow actors through verbal and written means (DOK 3)	1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
	Hypothesize how changes in blocking, costume, set or objective choices could either help or hinder storytelling (DOK 4)	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
	Create and perform choreography that responds to a character from a piece of theatre (DOK4)	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.
	Describe how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork (DOK2)	1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
	Create and perform fully realized audition material in order to prepare for future professional work (DOK 4)	1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of work of art as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
	Determine the meaning of symbols, key terms, and other domain-specific words and phrases used in a specific scientific or technical context relevant to grades 9-10 texts and topics (DOK 2)	9-10.RST.4 Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific technical content.
	Integrate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem (DOK 2)	9-10.RST.7 Translate quantitative or technical information expressed in words in a text into a visual form and translate information expressed visually into words.
	Translate quantitative or technical information expressed in words from a text into visual form (DOK 3)	
Write arguments developing claim(s) fairly, supplying appropriate evidence (DOK 4)	9-10.WHST.1.b Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, and concerns.	

ACTING, VOICE & MUSICAL THEATRE ANCILLARY
UNIT 3: Voice (Dance III & IV)

SUGGESTED DURATION:
1-2 PERIODS A WEEK FOR 2 YEARS

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will perform advanced vocal repertoire (French and English art songs), applying highly developed elements of vocal technique.

LG2: Students will perform and notate advanced sight-reading exercises demonstrating music literacy.

LG3: Students will compose and arrange simple melodies, applying music theory and previous knowledge.

UNIT LEARNING SCALE: LG1

4	In addition to score 3 performances, the student will demonstrate exceptional skill in dynamics (forte, mezzo, piano), expression, tone quality and communication and/or will perform as a soloist, demonstrating leadership or peer tutoring.
3	The student can: <ul style="list-style-type: none"> • memorize three different selections of music, one in English, one in French and one in German, with increased usage of chromaticism, mixed meter and extended vocal range; • perform with accurate pitch, tempo, diction and rhythm (sixteenth notes, eighth notes, quarter notes, dotted quarter notes, half notes and whole notes); • express the composers' intention in the performance, demonstrating appropriate expression and understanding of the text; • demonstrate appropriate breath support and technique (lower abdominal breathing, clear tone quality, correct posture, absence of glottal attacks, lack of tension in the jaw/neck area).
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3. Student refuses to participate.

UNIT LEARNING SCALE: LG2

4	In addition to score 3 performances, the student will demonstrate exceptional skill in difficult passages, and/or shows leadership within the class or serves as a peer tutor.
3	The student can: <ul style="list-style-type: none"> • sing at first sight an unknown eight-measure melody, demonstrating mastery of correct rhythm and pitches; • demonstrate the hand signals that correspond with each note on the scale at the appropriate time in the music; • model the movement of the melody by demonstrating the hand signals on a scale from over the head to chest level.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3. Student refuses to participate.

UNIT LEARNING SCALE: LG3	
4	In addition to score 3 performances, the student will demonstrate exceptional skill in difficult passages, and/or shows leadership within the class or serves as a peer tutor.
3	The student can: <ul style="list-style-type: none"> compose an eight-measure melody, modeled after the sight-singing melodies used in class; notate the melody on staff paper using principles of music theory (correct beats in each measure, bar lines, note heads and stems).
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3. Student refuses to participate.
ENDURING UNDERSTANDINGS	
CEU1: A successful performance of vocal music is the mastery and culmination of movement, harmony, rhythm, in-depth musical analysis, appropriate vocal techniques, and performance skills.	ESSENTIAL QUESTIONS
CEU2: Proficiency in reading music is essential in order to master advanced-level repertoire and to achieve success in select ensembles.	CEQ1: How can we recognize good vocal performance?
CEU4: Peer- and self- evaluation are critical components for improving and appreciating the aesthetics of a performance.	CEQ2: Is there more to skill to singing than just being able to sing?
	CEQ4: How do you create and deliver constructive criticism in order improve performance?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1, 2, 3 CEU1, 2, 4 CEQ 1, 2, 4 1.1.12.B.1 1.3.12.B.2 1.4.12.B.2 11-12.RST.4 DOK 3	Part 1 of 2. Students will perform an advanced sight-singing melody demonstrating mastery of rhythm, pitches, and hand signals. Appropriate melodies will be composed and submitted by students, based on teacher approval. Students will be tested in small groups. Exercises will be approximately eight measures in length utilizing the diatonic major scale and consisting of the following rhythmic elements: sixteenth notes, eighth notes, quarter notes, dotted quarter notes, half notes and whole notes. Time signatures will be limited to: 4/4, 3/4 and 2/4. Teacher will monitor proficiency utilizing listening skills and visual observation of correct signals.
LG1, 2 CEU1, 2, 4 1.1.12.B.1 1.3.12.B.2 1.4.12.B.2 11-12.RST.4 DOK 4	Part 2 of 2. Students will perform their choice of repertoire of advanced sophistication (mixed and compound meter, complex rhythmic elements and chromaticism), highlighting their strengths as an individual singer. Performance will demonstrate application of vocal technique, performance quality and composers' intention. Teacher will provide students with six options of advanced difficulty level and rigor: three selections for high voice and three selections for low voice, as well as a variety of up-tempo and ballads. Students will choose one piece that they feel they will be most successful performing. Selections must be memorized and recordings for home practice will be provided.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
2 major keys as well as 8 measure melodic dictation appropriate vowel formation articulation beat(s) breath support chords chromatic circle of 5ths coda correct pitches diction dynamics expression glottal interpretation key signatures major vs. minor measure mezzo, forte, piano pianissimo, fortissimo, posture quarter notes, half notes rhythms and hand signals in a 6/8, 4/4 and 3/4 time signature solfeg staccato, legato tempo time signature/meter tone quality	Create and perform musical compositions utilizing aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions (DOK 4)	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.
	Analyze how music has influenced world cultured throughout history (DOK 3)	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
	Analyze the impact of innovations in the arts on societal norms and habits of mind in various historical eras (DOK 3)	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.
	Recognize how 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 (DOK 2)	1.3.12.B.1: Analyze compositions from different world cultures a genres with respect to technique, musicality, and stylistic nuance and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.
	Reflect on mastered repertoire the composers' techniques such as harmony, counterpoint and range of voice (DOK 2)	1.3.12.B.2: Analyze how the elements of music are manipulated in original or prepared musical scores.
	Synthesize contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of music (DOK 3)	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.
	Identify techniques used within pieces designed to create a specific effect from the composer (Picardy 3 rd , hemiola, deceptive cadences) (DOK2)	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology ad citing embedded clues to substantiate the hypothesis.
	Create informed personal responses to an assortment of artworks across the music discipline using historical significance, craftsmanship, cultural context and originality as criteria for assigning value to the works (DOK 4)	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.
	Justify how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork (DOK 3)	1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
	Create and implement a rubric with specific guidelines to evaluate performance and compositions (DOK 3)	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 music from diverse cultural contexts and historical eras.
Evaluate an artist's technical proficiency on the creation or presentation of work of art as well as the context in which a work is performed or shown may impact perceptions of its significance/ meaning (DOK 3)	1.4.12. B.2: 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.	
Attend to the precise meanings of terms as they are used in particular scientific or technical contexts (DOK 2)	11-12.RST.4 Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific technical content.	

ACTING, VOICE & MUSICAL THEATRE ANCILLARY
UNIT 4: Musical Theatre (Dance III & IV)

SUGGESTED DURATION:
1 PERIOD A WEEK FOR 2 YEARS

UNIT OVERVIEW

UNIT LEARNING GOALS

LG1: Students will maintain and demonstrate proficiency of professional standards during performance when executing multiple disciplines simultaneously.

LG2: Students will perform choral and solo vocal music utilizing physical, technical, and communication skills.

LG3: Students will consistently contribute to the creativity, execution and performance quality of the ensemble unit.

UNIT LEARNING SCALE: LG1

4	In addition to score 3 performances, the student will demonstrate leadership qualities, serve as a section leader, or peer tutor.
3	The student can: <ul style="list-style-type: none"> incorporate suggestions and directions from each rehearsal sessions into final performance; locate and procure all necessary theatrical elements needed for final performance (costumes, props, accessories); demonstrate preparation, enthusiasm and promptness for each class.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3. Student refuses to perform.

UNIT LEARNING SCALE: LG2

4	In addition to score 3 performances, the student will demonstrate leadership qualities, audition and/or perform solos, and exhibit voice, dance and acting ability with a high level of execution.
3	The student can: <ul style="list-style-type: none"> sing the assigned selection from memory, using appropriate diction (accent if necessary), believable body centers, personality, etc. according to the character; master the pitch, rhythm, harmony and dynamics of the assigned selection; demonstrate appropriate facial expression, understanding of their role in the ensemble and contribute to the group performance.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3. Student refuses to perform.

UNIT LEARNING SCALE: LG3

4	In addition to score 3 performances, the student will demonstrate leadership qualities, audition and/or perform solos, and exhibit voice, dance and acting ability with a high level of execution
3	The student can: <ul style="list-style-type: none"> demonstrate appropriate facial expression while engaging in appropriate interaction with peers during performance; demonstrate their role in the ensemble through clear choices on when to pull individual focus from the audience; maintain a high level of focus and attention during the rehearsal period, absorbing all necessary details to enhance performance.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3. Student refuses to perform.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: A successful performance of vocal music is the mastery and culmination of movement, harmony, rhythm, in-depth musical analysis, appropriate vocal techniques, and performance skills.	CEQ1: How can we recognize good vocal performance?
CEU2: Proficiency in reading music is essential in order to master advanced-level repertoire and to achieve success in select ensembles.	CEQ2: Is there more to skill to singing than just being able to sing?
CEU3: Critical listening and thinking skills learned through musical and non-musical collaboration are essential to a successful, comprehensive educational experience.	CEQ3: How do you listen to collaborators while engaging in a group performance?
CEU4: Peer- and self- evaluation are critical components for improving and appreciating the aesthetics of a performance.	CEQ4: How do you create and deliver constructive criticism in order improve performance?
CEU5: Truth and honesty of character is essential to the creation of authentic people living truthfully under imaginary circumstances.	CEQ5: How can an actor create a believable, authentic character for an audience?
CEU6: Good theatrical performance is created through a combination of hard work, professional behavior, and honest communication.	CEQ6: What is necessary to create an outstanding theatrical performance?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1, 2, 3 CEU1, 2, 3, 4, 5, 6 CEQ1, 2, 3, 4, 5, 6 1.1.12.C.2 1.3.12.B.2 1.3.12.C.2 1.4.12.A.2, 3, 4 11-12.RST.7 DOK 4	Students will perform a piece of music from the standard musical theater repertoire incorporating movement, vocals, and performance quality (expression, dynamics, characterization). The final performance will be video recorded several times, allowing for “big picture” views as well as “close ups” on individuals. The class will watch the final video together, and the teachers will facilitate a reactionary group conversation about the strengths and weaknesses of the performance. In addition, the students will be required to submit a written summary and evaluation of the performances. Students must address their own personal contributions and deficiencies, the effort of the class ,as well as the challenges and positive aspect found within the selected music and choreography.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
beat(s) chords chromatic circle of 5ths coda glottal key signatures major vs. minor measure mezzo, forte, piano pianissimo, fortissimo, staccato, legato quarter notes, half notes solfeg tempo time signature/meter	Analyze lyrics to decide the given circumstances and create characters in the musical number (DOK 3)	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.
	Analyze how music has influenced world cultures throughout history (DOK3)	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
	Identify how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical composition (DOK 2)	1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.
	Using context clues directly from the text, elaborate and create additional movement, expression and action to enhance performance (DOK 4)	1.3.12.C.1 Create play performances that include well- structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
	Articulate what makes specific moments of the performance strong or weak, effective or ineffective (DOK 3)	1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices , sustained vocal technique, and clearly motivated actions.
	Determine artist’s intent and support using evidence and reasoning (DOK)	1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
	Describe what might have been influential during a work’s time of composition, as well as its influence on society after its completion (DOK 3)	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.
	Describe how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork (DOK 2)	1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
	Capture video of performances, and create and implement a rubric with specific guidelines to evaluate performance (DOK 4)	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 music from diverse cultural contexts and historical eras.
	Identify factors in success or weakness of the final product based on the technical proficiency of the performers (DOK 3)	1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of work of art as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Integrate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem (DOK 2)	11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Write arguments developing claim(s) fairly, supplying appropriate evidence (DOK 4)	11-12.WHST.1.b Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.