

Burlington County Institute of Technology

Medford Campus

Academy of Performing Arts

Course Title: Musical Theater

Curriculum Area: CTE

Credits: 5

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Program Descriptor

The Musical Theatre Program is designed for the serious minded individual who plans on a career in Musical Theatre or another area of Performing Arts. Students in the program will graduate with the skills known in the industry as a “triple threat,” equally versed in dance, music and theatre. Students who complete this program will be prepared to pursue various careers in performing arts including Performer, Vocalist, Actor, Dancer, Director, Choreographer and Performing Arts Instructor. Furthermore, they could pursue further education for careers in arts therapy, arts administration, technical theatre, and arts business and marketing.

Students will be well trained and versed in Vocal Performance techniques as well as Music Theory and functional piano. Vocal techniques will focus on the various genres incorporated in both classical and contemporary musical theatre styles including rock, pop, jazz and classical. In Music Theory and functional piano, students will develop ear training and aural skills. They will identify and analyze harmonic structure aurally and as written in music notation. Students will demonstrate proficiency in piano through performance of lead sheets with chordal accompaniment and easy to moderate level etudes. The concepts of discipline and full participation in classes will be introduced.

Students will be trained in Acting Technique and aspects of theatrical directing. Acting Technique includes the ongoing and rigorous study of modern acting methods and techniques as well as basic vocal and movement techniques for the actor. The unit(s) culminates with performances to help actors apply their technique while gaining a sense of audience/performer relationship. Through daily exercises, the student will learn proper vocal production and movement warm-ups. These are designed to cultivate openness, spontaneity, and body awareness. The student will learn the techniques of vocal variation and how to support the breath during dramatic speeches and scene work. The student will learn basic and advanced modern acting techniques for various styles of theatre. Further, they will develop an acute sense of stage-worthy blocking and movement to strengthen their power on stage. To further develop their sense of body, voice and imagination, improvisation and pantomime units will add to the growing repertoire of techniques in their advancement.

Students will be trained in dance techniques required of Musical Theatre performers, including but not limited to ballet, jazz and tap. In Ballet training, students will learn body placement/alignment, identification of core strength, correct body positions and initiation of proper rotation. Jazz Training will stress the technique, dynamics, qualities and rhythm of movement of both Lyrical and Modern Jazz. Emotional energy and dramatic expression will be explored, and students will gain the ability to connect with fellow dancers in an ensemble piece appreciating the importance of sharing the energy, joy and exhilaration to enhance the performance level of the group. Students will focus on styles specific to Musical Theatre including Fosse, precision jazz and tap, preparing them for any style required in Musical Theatre performance.

Along with the English and History curricula, which focus on World Literature and History, students will be exposed to the history of Musical Theatre as well as the development of world dance, music and theatre from the classical eras to modern times. Curricular performance experiences will abound, with class recitals at semester end, along with students being strongly encouraged to participate in the Fall Play, Spring Musical and other performance opportunities presented at BCIT. Body maintenance, healthy eating and injury treatment and prevention will be stressed as necessary knowledge for a successful career in performing.

The safe operation of equipment and the proper handling of hazardous materials is the responsibility of every individual in the Department of the Performing Arts. Faculty, staff and students have the responsibility to maintain safe practices at all times. Every individual in the department has the right to work in a safe and secure environment. Issues related to proper use of equipment, construction and usage of performance materials and props as well as a basic level of cleanliness and sanitization of shared equipment and facilities will be emphasized and taught every year as applicable to the curriculum.

Rowan University and the BCIT Academy of Performing Arts will partner to provide students with the unique and exciting opportunity to earn college credit for their work completed in high school. Through this innovative program, students pursuing a degree in musical theatre through Rowan University's Performing Arts Department will be exempt from several freshman level courses at Rowan based on their successful completion of courses at BCIT. Faculty members from the Rowan University Performing Arts Department will serve as artists-in-residence on the campus of BCIT to provide our students with instruction, direction and guidance in this Career Major area.

Program Outcomes

Graduates of the Musical Theatre program will be prepared to enter competitive post-secondary musical theatre programs, whether at colleges or with professional musicians. Students will also be prepared to work entry level positions in the performing arts world including performer, teacher at a private studio, and administrative assistant of a performing arts studio or arts organization.

Course Descriptions

Freshman Year:

Introduction to Acting I, Fall Semester, 5 credits

This course uses Robert Cohen's *Acting I* book to teach the expectations of the performing arts program and profession and the importance of discipline and trust while creating a safe and comfortable environment to explore their artistry. Students generate an understanding of effective physical and vocal warm-ups, the importance of relaxation before working, and establish a basic acting technique using the GOTE (Goal, Other, Tactics, Expectations) approach to acting. Students will also be exposed to dance and movement via monthly master classes with the dance instructor.

Vocal Technique & Performance I, Spring Semester, 5 credits

Students learn fundamentals of proper technique for breathing, phonation, formation of vowels and consonants, expression, and dynamics. Through this course, students become increasingly familiar with the fundamentals of music theory, music notation and aural recognition of tonality, intervals, and chord qualities. Repertoire focuses largely on Musical Theatre with the addition of Classical and Jazz Music. Students will also be exposed to dance and movement via monthly master classes with the dance instructor.

Sophomore Year:**Vocal Workshop I/II, Fall and Spring, 5 credits**

Students expand on the foundations they learned freshman year and continue work on ensemble skills and solo pieces in a variety of genres and styles, but with a strong focus on Musical Theatre repertoire pre 1970s.

Music Theory and Applied Piano I/II, Fall and Spring, 5 credits

Students learn written and aural music theory including basic concepts of note reading, rhythm, scales, key signatures, intervals and chords, as well as basic piano skills for melodic and diatonic harmonic study. The course will expand upon the theory and piano concepts studied in Vocal Technique & Performance I.

Monologue Audition/Acting the Song I, Spring, 2.5 credits

This course focuses on establishing an audition process for performing monologues and songs. The students will use Karen Kohlhaas' approach from the *Monologue Audition* book to create dynamic and believable characters and performances. Students will perform several monologues in mock auditions by applying this technique, using the technique to develop, communicate and sustain their artistic choices while continuing to perfect their process of character analysis through the identification of the physical, emotional, and social dimensions of the characters they portray. Students will also be given the option to apply and establish a technique for acting through a song. Using the book *What Do I Do With My Hands?: A Guide to Acting for the Singer* by Rhonda Carlson, the students will establish an approach and technique to acting through singing that creates real purposeful and believable characters and performances.

Musical Theatre Dance I, Spring, 2.5 credits

This course is designed to introduce the dance styles and techniques required for performance in Musical Theatre. Students will learn beginner to intermediate skills in jazz and tap technique with an emphasis on performance qualities, characterization and audition skills for a Musical Theatre dance call. We will explore the various styles of jazz and tap currently utilized in Musical Theatre to prepare students for success in this specific field of performance.

Junior Year:**Vocal Workshop III/IV, Fall and Spring, 5 credits**

Students expand on the foundations they learned previously and continue to work on ensemble skills and solo pieces in a variety of genres and styles, but with a strong focus on Musical Theatre repertoire post 1970s.

Music Theory and Applied Piano III/IV, Fall and Spring, 5 credits

This course focuses on Western Classical tonal harmony and provides a more in depth study of how music is notated and constructed. This class will strengthen students sight singing and ear training abilities. Students learn written and aural music theory including basic concepts of note reading, rhythm, scales, key signatures, intervals and chords, as well as intermediate piano skills for melodic and diatonic harmonic study. The course will expand upon the theory and piano concepts studied in Vocal Technique & Performance I.

Monologue Audition/Acting the Song II, Spring, 2.5 credits

This course focuses on establishing an audition process for performing monologues and songs. The students will use Karen Kohlhaas' approach from the *Monologue Audition* book to create dynamic and believable characters and performances. Students will perform several monologues in mock auditions by applying this technique, using the technique to develop, communicate and sustain their artistic choices while continuing to perfect their process of character analysis through the identification of the physical, emotional, and social dimensions of the characters they portray. Students will also be given the option to apply and establish a technique for acting through a song. Using the book *What Do I Do With My Hands?: A Guide to Acting for the Singer* by Rhonda Carlson, the students will establish an approach and technique to acting through singing that creates real purposeful and believable characters and performances.

Musical Theatre Dance II, Spring, 2.5 credits

This course is designed to introduce the dance styles and techniques required for performance in Musical Theatre. Students will learn beginner to intermediate skills in jazz and tap technique with an emphasis on performance qualities, characterization and audition skills for a Musical Theatre dance call. We will explore the various styles of jazz and tap currently utilized in Musical Theatre to prepare students for success in this specific field of performance.

Senior Year:**Audition Prep - 3, Fall, 5 credits**

Students will research college audition requirements and prepare for college auditions. All students (regardless of future college plans) will prepare common musical theatre audition requirements including monologues, solo vocal pieces, pre-screen tapes and dance combinations.

Audition strategies will also be discussed and mock auditions will be held.

Dance Technique I - 4, Fall, 5 credits

This course will focus on the basics necessary for successful performance of dance technique across disciplines - alignment, energy, extension through line, articulation of movement and understanding of space. Students will be expected to refine intermediate level ballet, modern and jazz technique at a more technically demanding level than previously addressed in their dance training and utilize the concept of self-evaluation and correction to improve their technique. Students will also learn to spell, define, demonstrate and pronounce the terminology and language used in ballet and modern technique. The concepts of professionalism through discipline, appropriate attire and classroom decorum will be addressed. Students will be introduced to the expectations of the dance profession and skills needed for success in this field of study.

Second Semester, Third Block - Students will have the choice of the music course offerings or the theatre course offering for 3rd Block.

Music Theory and Applied Piano V – 3A, Spring, 2.5 credits

Students learn written and aural music theory that expands on their learning in Music Theory & Applied Piano I - IV

Upon completion of this course, students will be able to demonstrate knowledge in the fundamentals of music theory, i.e. major and minor keys, rhythms and time signatures, scales, intervals, triads, etc. Students will also be able to perform and understand primary and secondary chords, demonstrate knowledge in the accepted practices of diatonic harmony, Identify and analyze the harmonic structure of a composition. A strong focus will be placed on sight singing and melodic, rhythmic, and harmonic dictation. Students will continue to develop their piano skills for melodic and diatonic harmonic study. This course will be taken with Advanced Music Technique.

Advanced Music Technique - 3B, Spring, 2.5 credits

Students expand on their training and continue to learn scales and modes, advanced etudes and solo pieces, and advanced ensemble music in a variety of genres and styles, but continues a strong focus on Musical Theatre, Classical and Jazz repertoire. This course will be taken with Music Theory and Applied Piano V.

Contemporary Theatre - 3, Spring, 5 credits

Students will demonstrate an understanding of contemporary theatre, starting with the early 20th century, and develop an awareness of theatre's timeline and the significance of global history to theatrical genres. Students will explore the great playwrights and performances since the age of Realism. Students will demonstrate by means of written reports and presentations, knowledge of specific elements of the theatrical period(s) studied, interpret information that would include, but not limited to, the impact of social/cultural events and forces on the theatre, the emergence of representative directors, playwrights and designers, the development of theatrical spaces, and technical conventions of the period(s).

Second Semester, Fourth Block - Students will have the choice of the theatre course offering or the dance course offering for 4th Block.

Introduction to Acting II, 4, Spring, 5 credits

This course uses Robert Cohen's *Acting I* book to further the understanding of acting technique. Students will demonstrate an understanding of effective vocal production, including vocal variety and articulation. They will identify and become aware of personal vocal and physical inhibitors in order to neutralize or use them when performing a character. Students will continue to develop their observation skills, create original interpretations of scripted roles and demonstrate a working knowledge of theatre terminology and acting methods in discussion, projects and productions.

Dance Technique II, 4 Spring, 5 credits

A continuation of the first semester course, students will encounter more advanced concepts including efficient change of levels and full spinal integration in modern technique and the integration of more advanced port de bras, petit allegro and adagio movements in ballet. Students will continue their study and understanding of all ballet and modern dance terminology and be introduced to the concept of utilizing imagery and movement intention to improve technique and performance. We will also learn basic concepts of Laban Movement Efforts and apply the technical skills acquired to perform repertoire and choreography in the Spring Dance Concert.

Course: Intro to Acting I S1

Grade 9 Unit: Introduction to Acting I

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).</p>	<p>How can opportunities in high school lead to career options?</p> <p>How should safety and well-being impact the way in which we operate in a shop or classroom setting?</p> <p>How can reference materials benefit our learning environment and development as an artist?</p> <p>How can you best prepare for a test or exam?</p>	<p><u>Orientation:</u></p> <p>Career opportunities</p> <p>Shop safety</p> <p>Fire drill procedures</p> <p><u>Study Skills:</u></p> <p>Using textbooks and reference materials</p> <p>Charts/ graphs</p> <p>Outlines</p> <p>Test procedures</p>	<p>Pass a safety test with 100% accuracy.</p> <p>List safety requirements.</p> <p>Locate and identify fire extinguishers.</p> <p>Explain what to do in case of a real fire, fire drill, shelter in place and lockdown.</p> <p>Using textbook, locate table of contents and index. Explain purpose of each.</p> <p>Collect information from graphs and charts in textbook.</p> <p>Tell the main idea and supporting details from an outline.</p>	<p>Written safety test</p> <p>Informal evaluation of correct safety procedures in shop</p> <p>Worksheets</p> <p>Written homework</p> <p>Questions/ Discussion as a class.</p>

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Course: Intro to Acting I S1 Grade 9 Unit: Pantomime

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>Why study Pantomime?</p> <p>Why is being specific so important to an actor’s craft?</p>	<p>Pantomime Scenes and Exercises</p> <p>Mirror Exercise</p> <p>Observation Exercises</p> <p>Neutral Mask Work</p> <p>Animal Exercises</p>	<p>Demonstrate body positions on the stage.</p> <p>Demonstrate working knowledge of voice and movement terminology when discussing critiques, performances and projects.</p> <p>Plan and rehearse improvised and scripted scenes.</p> <p>Respond to stimuli and side coaching in theatre exercises.</p> <p>Understand and apply different techniques to acting.</p> <p>Respond appropriately to imaginary stimuli.</p>	<p>Class Participation (Assessed daily by rubric)</p> <p>Solo Pantomime</p> <p>Student Led Warm-ups</p> <p>Objective Quizzes and Tests</p> <p>On-Command Performance Assessments</p> <p>Acting Journal</p> <p>Vocabulary Quizzes</p> <p>Current Events</p>

<p>range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS: 1.2.4A.1, 1.2.4A.2, 1.2.4A.3, 1.2.4A.6, 1.2.6A.2. 1.2.6A.3, 1.2.8A.1, 1.2.12A.1</p>			<p>Demonstrate flexibility and adaptability in response and situations</p>	
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Course: Intro to Acting I S1

Grade 9 Unit: Goals, Other, Tactics, Expectations

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p> <p>NJSLS: 1.2.4A.1, 1.2.4A.2,</p>	<p>What is an ensemble? How is trust essential to theatre?</p> <p>What is etiquette? What does it mean to be disciplined?</p> <p>What is a Goal?</p> <p>What is the Other?</p> <p>What are Expectations?</p> <p>What are Tactics?</p> <p>What is Acting?</p>	<p><i>Acting One</i> Lessons 2-8</p>	<p>Begin to establish a technique and point of view on “What is Acting?”</p> <p>Participate in class exercises that focus on playing goals, the other in a scene, overcoming obstacles, making bold choices, and imploring different tactics</p>	<p>Class Participation (Assessed daily by rubric)</p> <p>Group Projects</p> <p>Student Led Warm-ups</p> <p>Objective Quizzes and Tests</p> <p>On-Command Performance Assessments</p> <p>Acting Journal</p> <p>Vocabulary Quizzes</p> <p>Current Events</p>

1.2.4A.3, 1.2.4A.6, 1.2.6A.2. 1.2.6A.3, 1.2.8A.1, 1.2.12A.1				
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Course: Intro to Acting I S1 Grade 9 Unit: Scene Work, Preparation, Rehearsals

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>NJSLS:</p>	<p>How does an actor approach scene work?</p> <p>How should an actor prepare a role?</p> <p>Why are choices so important?</p> <p>What must an actor consider when working with a partner?</p> <p>Why is rehearsal necessary?</p>	<p><i>Acting One</i> Lessons 9-14</p> <p>Scene Work</p> <p>GOTEsheet</p>	<p>Learn how to choose appropriate material to perform.</p> <p>Prepare a role to perform for the class with a scene partner.</p> <p>Establish a rehearsal schedule with a partner.</p> <p>Perform a scene for the class incorporating all knowledge attained in acting technique thus far.</p>	<p>Class Participation (Assessed daily by rubric)</p> <p>Scene Performances</p> <p>Student Led Warm-ups</p> <p>Objective Quizzes and Tests</p> <p>On-Command Performance Assessments</p> <p>Acting Journal</p> <p>Midterm Assessment</p> <p>Vocabulary Quizzes</p> <p>Current Events</p>

1.2.4A.1, 1.2.4A.2, 1.2.4A.3, 1.2.4A.6, 1.2.6A.2. 1.2.6A.3, 1.2.8A.1, 1.2.12A.1				
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Course: Vocal Technique & Performance I

Grade 9 Unit 1: Professional Expectations & Practice Techniques

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>RST.9-10.2 Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide accurate summary of the text.</p>	<p>How can opportunities in high school lead to career options?</p> <p>How should safety and well-being impact the way in which we operate in a shop or classroom setting?</p> <p>How can reference materials benefit our learning environment and development as an artist?</p>	<p>Career Opportunities</p> <p>Vocal Health</p> <p><u>Study Skills:</u> Using textbooks and reference materials Charts/ graphs Outlines Test procedures</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand multiple career opportunities in the field and the necessary skills and training. ● Describe and identify parts of mouth, throat, respiratory system and body that contribute to good vocal technique and sound quality. ● Describe ways to take care of the voice and reduce the risk of injury. ● Use voice in a healthy way. ● Using textbook, locate table of contents and index. Explain purpose of each. ● Collect information from graphs and charts in textbook. ● Tell the main idea and supporting details from an outline. 	<p>Analyze student writing in "Music Journals."</p> <p>Informal evaluation</p> <p>Worksheets/Written work</p> <p>Questions/ Discussion as a class.</p>

Course: Vocal Technique & Performance I

Grade 9

Unit: Ensemble Skills and Rehearsal Techniques

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Audition Preparation</p> <p>Prepare for performance</p> <p>Tonality</p> <p>Meter</p> <p>Form</p> <p>Style</p> <p>Articulation</p> <p>Melodies</p> <p>Chord Roots/Progressions</p> <p>Blend/Balance</p> <p>Intonation</p> <p>Dynamics</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Perform in a variety of ensembles. ● Develop musical independence by performing in small, student-led ensembles. ● Analyze works by paying particular attention to style, form, tonality, and meter. ● Connect repertoire to history and culture of the composer and piece. ● Interpret work by listening to and analyzing other works with similar musical styles. ● Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. ● Self-assess how they improved individual parts and ensemble as a whole. 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection in music journals</p> <p>Performance rubrics</p> <p>Performance documentation</p>

Course: Vocal Technique & Performance I Grade 9 Unit: Solo Performances

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills, and roles.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p>	<p>When is creative work ready to share?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	<p>Technical Accuracy</p> <p>Expressive Qualities</p> <p>Improvisation</p> <p>Performance</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. ● Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. ● Share personally developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal. 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

Course: Vocal Technique & Performance I

Grade 9 Unit: Music Theory Fundamentals

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>9.3.12.AR PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Tonal Solfege: Major Tonality: I, V7 Minor Tonality: i, v7</p> <p>Rhythm: Duple Meter/Triple Meter Macro/Micro beats</p> <p>Read and notate tonal and rhythm patterns and melodies</p> <p>Intervals: Whole Steps/Half Steps</p> <p>Musical Terms</p> <p>Suggested Repertoire: <ul style="list-style-type: none"> See "Supplemental Materials: Monday Melody" </p> <p>Keys: C Maj/A Min G Maj/E Min, F Maj/Dmin</p> <p>Khan Academy</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Perform, vocally and on piano, melodies, and corresponding chord root progressions that contain tonic (I) and dominant (V) functions in major and minor tonalities. Identify aurally, perform, read, and notate rhythm patterns in duple meter. Identify aurally, perform, read and notate tonal patterns, and melodic phrases that contain tonic and dominant functions in major and minor tonalities. Describe and demonstrate the basics of proper piano posture and hand position. Perform scales and primary chord cadences in the Major keys of C, F, G Perform scales and primary chord cadences in the Harmonic Minor keys of a, d, e. Sight Singing Bonanza: Major mostly tonic #1-30 Sight Singing Bonanza: Minor mostly tonic #31-60 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Tests & Quizzes</p>

process, phenomenon, or concept; provide an accurate summary of the text.		<ul style="list-style-type: none">• Notes & Rhythms (6 videos) Music Theory.net		
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Course: Vocal Technique & Performance I Grade 9 Unit: Piano Basics

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>9.3.12.AR PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP8. Utilize critical thinking to make sense of</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Bastien Piano for Adults: Book 1 Pages 1 - 63</p> <p>Chapters 1 - 4 Keys: C Major</p> <p>Major Scales C, G Chord Progressions I, IV, I, V7, I</p> <p>Keyboard Note identification https://www.musictheory.net/exercises/keyboard</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Perform melodies, corresponding chord roots, resolutions, and chord progressions that contain tonic, dominant, and subdominant functions. ● Read and play in the key of C Major ● Ch 1: An Intro to the Piano ● Ch 2: Music Notation ● Ch 3: Harmonizing Melodies ● Ch 4: Reading in Middle C 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Tests & Quizzes</p>

<p>problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>				
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Courses: Vocal Workshop I & III

Grade 10/11 Unit: Warm-Ups, Practice Techniques, Executive Skills

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP3. Attend to personal health and financial well-being.</p>	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Tonality</p> <p>Meter</p> <p>Form</p> <p>Style</p> <p>Diction</p> <p>Vocal Care & Maintenance</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Perform warm-up exercises alone and with ensemble. ● Describe and execute efficient, effective practice techniques. ● Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V), and subdominant functions in major and minor tonalities in several keys. ● Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4, 3/4, 6/8) ● Describes various professional occupations related to music. ● Describes requisite skills and training related to various music professions. ● Describe and identify parts of mouth, throat, and body that contribute to good vocal technique and sound quality. ● Demonstrate appropriate posture and breathing techniques. ● Focus is placed on increased ability to breathe efficiently while standing, sitting, or moving thereby enabling the student to sing longer phrases and to maintain tone 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Vocal Health Worksheets and Diagrams</p>

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Courses: Vocal Workshop I & III Grade 10/11 Unit: Audition Preparations

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>	<p>How do musicians improve the quality of their creative work?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Audition Preparation</p> <p>Musical Theatre Solos</p> <p>Choosing Solos</p> <p>Musical and Character Research</p> <p>Practice and Preparation</p> <p>Audition Room Etiquette</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe and demonstrate audition techniques: Choosing repertoire, Practice and Preparation, Audition Room etiquette ● Play an accompaniment for the Star Spangled Banner on piano (Ab Major). ● Perform 3 major-scales in All-South rhythm in appropriate range. ● Listen to and assess recordings of All-South Audition piece. ● Prepare and perform excerpts of All-South etude. ● Prepare scales for All-South Jersey auditions. 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Music Journals: Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Current Events</p>

<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>WHST.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>				
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Courses: Vocal Workshop I & III Grade 10/11 Unit: Musical Theatre Ensemble Skills, Rehearsal Techniques

CTE Standards	Essential Questions	Content	Skills	Assessment
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<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Ensemble numbers from musicals pre-1970</p> <p>Ensemble numbers from musicals post-1970</p> <p>Singing in harmony</p> <p>Prepare for performance</p> <p>Ensemble Skill: Blend/Balance, Diction, Dynamics, Interpretation</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Prepare ensemble pieces from musicals written before 1970 ● Perform in a variety of ensembles. ● Develop musical independence by performing in small, student-led ensembles. ● Analyze works by paying particular attention to style, form, tonality, and meter. ● Connect repertoire to history and culture of the composer and piece. ● Interpret work by listening to and analyzing other works with similar musical styles. ● Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. ● Self-assess how they improved individual parts and ensemble as a whole. 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Music Journals: Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Current Events</p>
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<p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>				
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Courses: Vocal Workshop I & III Grade 10/11

Unit: Prepare for Performance, Performance & Reflection

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	<p>Technical Accuracy</p> <p>Expressive Qualities</p> <p>Performance</p> <p>Production</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Critique self and peers using constructive criticism and rubrics. ● Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. ● Demonstrate an understanding of the context of the music through prepared and improvised performances 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Music Journals</p> <p>Self-evaluations</p> <p>Reflections</p> <p>Current Events</p>

Courses: Music Theory & Applied Piano I/III

Grade 10/11 Unit: (10) Major Keys/ (11)Two Voice Comp Review

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Textbook: Musician's Guide to Theory & Analysis</p> <p>Musictheory.net</p> <p>Musescore Notation Software</p> <p>Grade 10: Ch 3: Major keys pg 54</p> <p>Grade 11: Review Ch 10: Melodic and Rhythmic Embellishment in Two-Voice Composition pg 181</p>	<p>Grade 10: Key Signatures Circle of 5ths Identifying a Key from Key Signature Writing Key Signatures Identifying key of piece Scale Degrees Names</p> <p>Grade 11: Melodic Embellishment in Second-Species (2:1) Counterpoint Writing 2:1 Counterpoint Further Melodic Embellishment in Third Species (4:1) Counterpoint Writing (4:1) Counterpoint Rhythmic Displacement in Fourth-Species Counterpoint Writing Fourth-Species Counterpoint Fifth Species and Free Counterpoint</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p> <p>Composition assignment</p>

domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Courses: Music Theory & Applied Piano I /III Grade 10/11 Unit: (10) Minor Keys & Diatonic Modes/ (11) Chorale Style

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Textbook: Musician's Guide to Theory & Analysis</p> <p>Musictheory.net</p> <p>Musescore Notation Software</p> <p>Grade 10: Ch 5: Minor Keys and Diatonic Modes</p> <p>Grade 11: Ch 11: From Species to Chorale Style: Soprano and Bass Lines</p>	<p>Grade 10: Parallel Keys: Shared Tonic Relative Keys: Shared key signature Variability in Minor Scale Scale Degrees in Minor Modes of Diatonic Collection</p> <p>Grade 11: Note-to-Note Counterpoint in Chorale Style Contrapuntal Motion, Chordal Dissonance, Characteristics of Bass and Melody Lines, Writing Counterpoint with a Given Line</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p> <p>Composition Assignment</p>

used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Courses: Music Theory & Applied Piano I /III Grade 10/11 Unit: (10) Intervals/ (11) Chorale Style cont...

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Textbook: Musician's Guide to Theory & Analysis</p> <p>Musictheory.net</p> <p>Muscore Notation Software</p> <p>Grade 10: Ch 6: Intervals</p> <p>Grade 11: Ch 11: From Species to Chorale Style: Soprano and Bass Lines</p>	<p>Grade 10: Combining Pitches Intervals Quality Spelling Intervals Consonant and Dissonant Intervals</p> <p>Grade 11: Melodic Embellishment in Chorale Textures Passing Tones, Neighbor Tones, Consonant Skips, Suspensions</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p> <p>Composition Assignment</p>

used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Courses: Music Theory & Applied Piano I /III Grade 10/11 Unit: (10) Triads/ (11) Basic Phrase in SATB Style

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Textbook: Musician's Guide to Theory & Analysis</p> <p>Musictheory.net</p> <p>Musescore Notation Software</p> <p>Grade 10: Ch 7: Triads</p> <p>Grade 11: Chapter 12: Basic Phrase in SATB Style pg 228</p>	<p>Grade 10: Chords & Triads Spelling Triads Triad Inversion Figured Bass Triads in Popular-Music Notation Common Chord progression in Popular music</p> <p>Grade 11: The Basic Phrase: Defining Phrase Model, Establishing the Tonic Area, Cadential Area and Cadence Types Notation of Four-Part Harmony: Writing for Voices SATB</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p> <p>Composition Assignment (10) Pop Song Chorus</p>

used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Courses: Music Theory & Applied Piano I /III Grade 10/11 Unit: Piano I & III

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Textbook: Bastien Piano for Adults</p> <p>Grade 10: Ch 5: Reading in G Major Scales: C, G, D, A, E, B Chord Progression: I, IV, I, V7, I</p> <p>Grade 11: Ch 7: Reading in F (cont.) Pg 112 Ch 8: Scales, Chords, & Inversions up to pg 138 Harmonic Minor Scales A, E, B, F#, C#, G# Chromatic Scales Chord Progress: i, iv, i, V7, i</p>	<p>Piano I (Grade 10) Reading in the Key of G Major Melodic and Harmonic 6ths Harmonizing melodies with G, C, D7 chords RH. Legato, LH. Staccato</p> <p>Piano III (Grade 11) Ch 7 (cont.): pg 112 Chromatic fingering patterns 12 Bar Blues Form Ch 8: up to pg 138 Melodic and harmonic intervals: 7ths & octaves Common time Cut time Half steps/Whole steps Harmonic Minor scales and primary chords</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p>

Courses: Vocal Workshop II/IV

Grade 10 Unit: Vocal Technique

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>	<p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>Improve intonation</p> <p>Breathe Support for stamina and control</p> <p>Free tone with minimum tension</p> <p>Practice habits</p> <p>Vocal health, safety, and care</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Establish beneficial practice habits to help growth and development ● Use simple melodic embellishment ● Create digital portfolio of work. ● Describe various professional occupations related to music. ● Describes requisite skills and training related to various music professions. 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations</p> <p>Reflections through Music Journals</p> <p>Peer-evaluations</p> <p>Current Events</p>

Courses: **Vocal Workshop II/IV Grade 10/11**Unit: **Musical Theatre Solo Works**

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	<p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Grade 10: Musical Theatre solos pre-1970</p> <p>Grade 11: Musical Theatre solos post-1970</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Develop musical independence by performing solos. ● Analyze works by paying particular attention to style, form, tonality, and meter. ● Connect repertoire to history and culture of the composer and piece. ● Interpret work by listening to and analyzing other works with similar musical styles. ● Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. ● Self-assess how they improved individual parts and ensemble as a whole. 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Music Journals</p> <p>Current Events</p> <p>Peer-evaluations</p>

Courses: **Vocal Workshop II/IV Grade 10/11**Unit: **Character Development**

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p>	<p>What is the difference between auditioning and performing in a musical?</p> <p>Where do you place your other?</p> <p>What do I do with my hands?</p> <p>How does approaching a solo differ from an ensemble piece?</p> <p>What are the dos and don'ts of auditioning?</p> <p>How to choose appropriate material?</p>	<p><i>What Do I Do With My Hands</i> by Rhonda Carlson The Whom</p> <p>The Where and Sense Memory</p> <p>Inner Image</p> <p>Moving from Image to Image</p> <p>Substitution and Borrowing</p> <p>Subtext and Paraphrasing</p> <p>Audition Technique</p> <p>Rehearsing</p> <p>Song performances</p> <p>Mock Auditions</p> <p>Read <i>I Got In! The Ultimate College Guide for Acting and Musical Theater</i> by Mary Anna</p>	<p>Establish a technique and process for auditioning.</p> <p>Establish a technique and process for acting a song.</p> <p>Demonstrate through performance an understanding of each chapter's lesson from <i>What Do I Do With My Hands</i> by Rhonda Carlson.</p> <p>Learn how to cut and mark sheet music for auditions.</p>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Music Journals</p> <p>Current Events</p> <p>Peer-evaluations</p>

Courses: **Vocal Workshop II/IV Grade 10/11**

Unit: **Audition Preparation, College & Career**

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>Audition Preparation How to prepare How to choose repertoire</p> <p>College Research Project</p> <p>MajoringInMusic.com</p>	<p>The students will be able to:</p> <p>Performing</p> <ul style="list-style-type: none"> ● Perform, read notation, analyze, and identify works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues. ● Improvise, arrange and compose works in a variety of basic song forms based on repertoire. ● Create a rehearsal plan for efficiently improving challenging sections. ● Recommend rehearsal techniques and strategies to refine work in student-led ensembles. ● Self-assess how they improved individual parts and ensemble as a whole. 	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
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Courses: **Vocal Workshop II/IV Grade 10/11**Unit: **Music Technology: Portfolio**

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Audio Recording techniques Microphone types</p> <p>Audio Recording/editing software GarageBand Logic Pro X</p> <p>Video Recording/editing techniques and software iMovie Final Cut</p> <p>Developing a digital portfolio</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. ● Update digital portfolio with current work. ● Self-assess and critique work. ● Create goals and improvement plans. 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Music Journals</p> <p>Current Events</p>

Courses: Music Theory & Applied Piano II/IV Grade 10/11 Unit: (10) Seventh Chords/(11) Basic Phrase in SATB Style cont...

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Textbook: Musician's Guide to Theory & Analysis</p> <p>Musictheory.net</p> <p>Musescore Notation Software</p> <p>Grade 10: Ch 8: 7th Chords</p> <p>Chapter 12: Basic Phrase in SATB Style pg 228</p>	<p>Grade 10: 7th Chords Diatonic 7th Chords in Major keys 7th chord inversions Diatonic 7th Chords in Minor Keys Spelling 7th Chords 7th Chords in Popular Styles Triads & 7th Chords in Musical Textures</p> <p>Grade 11: Connecting the Dominant and Tonic Areas Melodic Accompaniment: Writing for keyboard, Harmonizing a Melody, Creating an Accompaniment</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p> <p>Composition assignment</p>

used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Courses: Music Theory & Applied Piano II/IV Grade 10/11 Unit: (10) 7th Chords cont.../(11) Dominant 7ths, Predominant

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Textbook: Musician's Guide to Theory & Analysis</p> <p>Musictheory.net</p> <p>Musescore Notation Software</p> <p>Grade 10: Ch 8: 7th Chords</p> <p>Grade 11: Ch: 13 Dominant 7ths, Predominant Area, Chorale Harmonization pg 254</p>	<p>Grade 10: Spelling 7th Chords 7th Chords in Popular Styles Triads & 7th Chords in Musical Textures</p> <p>Grade 11: Writing V7 and Inversions Expanding the Basic Phrase: T-PD-D-T Realizing Figured Bass Harmonizing Chorale Melodies</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p> <p>Composition assignment</p>

used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Courses: Music Theory & Applied Piano I I/IV Grade 10/11 Unit: (10) Species 1 Counterpoint/(11) Expanding Basic Phrase

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Textbook: Musician's Guide to Theory & Analysis</p> <p>Musictheory.net</p> <p>Musescore Notation Software</p> <p>Grade 10: Ch 9: Connecting Intervals in Note-to-Note Counterpoint pg 165</p> <p>Grade 11: Ch: 14 Expanding Basic Phrase pg 275</p>	<p>Grade 10: Species Counterpoint Connecting Melodic Intervals Connecting Harmonic Intervals Writing Note-to-Note Counterpoint in Strict Style Play Counterpoint Exercises on Piano</p> <p>Grade 11: Expanding Basic Phrase Expanding Harmonic Areas with 6/4 Chords Other Expansions of the Tonic Area</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p> <p>Composition Assignment</p>

used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Courses: Music Theory & Applied Piano I I/IV Grade 10/11 Unit: (10) 2nd Species Counterpoint/(11) New Cadences

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Textbook: Musician's Guide to Theory & Analysis</p> <p>Musictheory.net</p> <p>Musescore Notation Software</p> <p>Grade 10: Ch 10: Melodic & Rhythmic Embellishment in Two-Voice Composition</p> <p>Grade 11: Ch 15: New Cadence Types and Diatonic Root Progressions pg 297 Ch 16: Embellishing Tones</p>	<p>Grade 10: Melodic Embellishment in Second-Species (2:1) Counterpoint Writing 2:1 Counterpoint Further Melodic Embellishment in Third Species (4:1) Counterpoint Writing (4:1) Counterpoint Rhythmic Displacement in Fourth-Species Counterpoint Writing Fourth-Species Counterpoint Fifth Species and Free Counterpoint</p> <p>Grade 11: New Cadence Types: Deceptive, Plagal, Phrygian Basic Root Progressions Other Diatonic Harmonies Embellishing a Harmonic Framework Suspensions More on Neighbor and Passing Tones Other Embellishments Embellishments in Popular Music</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p> <p>Composition Assignment</p>

used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Courses: Music Theory & Applied Piano I I/IV Grade 10/11 Unit: Piano II & IV

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Textbook: Musician's Guide to Theory & Analysis</p> <p>Grade 10: Ch 6: New Rhythms Ch 7: Reading in F to pg 110</p> <p>Scales: Major F, Bb, Eb, Ab, Db, Gb</p> <p>Grade 11: Ch 8 (cont.) Scales, Chords, & Inversions Complete Book 1</p> <p>Scales: Harmonic Minor D, G, C, F, Bb, Eb, Ab Chord Progression i, iv, i, V7, i</p>	<p>Piano II (Grade 10) Chapter 6: New Rhythms pg88 Eighth Notes and eighth rests Reading in F Major and minor chords 12 Bar Blues Harmonizing melodies with F, Bb, C7</p> <p>Piano IV (Grade 11) Ch 8: Scales, Chords and Inversions (cont.) Melodic and harmonic intervals: 7ths and octaves Common time Cut time Intervals, half steps and whole steps Harmonic minor scale and primary chords</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p>

Course: Monologue Audition/Acting the Song I & II

Grade 10/11 Unit: Monologues

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p>	<p>What is the difference between auditioning and performing in a play?</p> <p>Where do you place your other?</p> <p>What is actioning?</p> <p>How do you chunk a monologue?</p> <p>What are the dos and don'ts of auditioning?</p> <p>How to choose appropriate material?</p>	<p><i>The Monologue Audition: A Practical Guide for Actors</i> by Karen Kohlhaas</p> <p>Directing the Monologue</p> <p>Beginning, Middle, Climax & End</p> <p>Chunks & Descriptions</p> <p>Sizes and Speeds</p> <p>The Want</p> <p>The Action</p> <p>The As-if</p> <p>Audition Technique</p> <p>Rehearsing</p> <p>Monologue performances</p> <p>Mock Auditions</p>	<p>Establish a technique and process for auditioning.</p> <p>Understand how to stage, chunk and perform a monologue for an audition.</p> <p>Understand the dos and don'ts for choosing and performing monologues at auditions.</p> <p>Learn how sizes and speeds make a more dynamic monologue.</p> <p>Demonstrate through performance and understanding of the audition monologue technique.</p>	<p>Observation of daily participation in acting technique class. This will be reflected in student's daily participation grade.</p> <p>Written assignments from textbooks, vocabulary, and handouts.</p> <p>Written tests and quizzes.</p> <p>Performance grades for monologue performances/mock auditions.</p> <p>Current Events</p>

				Acting Journal
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Course: Monologue Audition/Acting the Song I & II S2 Grade 10/11 Unit: Acting the Song

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p>	<p>What is the difference between auditioning and performing in a play?</p> <p>Where do you place your other?</p> <p>What do I do with my hands?</p> <p>How does approaching a song differ from a monologue?</p> <p>What are the dos and don'ts of auditioning?</p> <p>How to choose appropriate material?</p>	<p><i>What Do I Do With My Hands</i> by Rhonda Carlson</p> <p>The Whom</p> <p>The Where and Sense Memory</p> <p>Inner Image</p> <p>Moving from Image to Image</p> <p>What Do I Do With My Hands?</p> <p>Substitution and Borrowing</p> <p>Subtext and Paraphrasing</p> <p>Audition Technique</p> <p>Rehearsing</p> <p>Song performances</p> <p>Mock Auditions</p> <p>Read <i>I Got In! The Ultimate College Guide for Acting and</i></p>	<p>Establish a technique and process for auditioning.</p> <p>Establish a technique and process for acting a song.</p> <p>Demonstrate through performance an understanding of each chapter's lesson from <i>What Do I Do With My Hands</i> by Rhonda Carlson.</p> <p>Learn how to cut and mark sheet music for auditions.</p>	<p>Observation of daily participation in acting technique class. This will be reflected in the student's daily participation grade.</p> <p>Written assignments from textbooks, vocabulary, and handouts.</p> <p>Written tests and quizzes.</p> <p>Performance grades for song performances/mock auditions.</p> <p>Current Events</p> <p>Acting Journal</p>

		<i>Musical Theater</i> by Mary Anna Denard.		College Research Assignment
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Course: Musical Theatre Dance

S1 and S2 Grade 10 or 11 Unit: Intro to Jazz Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.ARPRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context</p>	<p>How must performers hold their bodies and utilize alignment, placement and energy to effectively perform jazz movements and choreography?</p> <p>Why is understanding of basic ballet and jazz movements essential for completing jazz choreography?</p> <p>Why is use of body isolations essential for jazz performance?</p>	<p>Proper body alignment</p> <p>Extension through lines and limbs</p> <p>Proper placement of weight and pelvis in various jazz movements</p> <p>Use of body part isolations to properly execute jazz choreography</p> <p>Retention of movement phrases for performance</p> <p>Ability to travel through space, change levels and directions while maintaining placement</p>	<p>Performance of beginner-intermediate jazz combinations.</p> <p>Performance of beginner-intermediate jazz progressions.</p>	<p>Daily observations in dance class.</p> <p>Performance of choreographic phrases and combinations.</p> <p>Written assessment of jazz terminology.</p>

<p>relevant to grades 9-10 texts and topics.</p> <p>NJSLS</p> <p>1.1.12ACC.PR4A</p> <p>1.1.12ACC.PR4B</p> <p>1.1.12ACC.PR4C</p> <p>1.1.12ACC.PR5C</p> <p>1.1.12ACC.PR5E</p> <p>1.1.12ACC.PR6A</p>		<p>Execution of basic jazz steps, progression, turns and concepts.</p> <p>Basic terminology of jazz dance.</p>		
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Course: Musical Theatre Dance**S1 and S2****Grade 10 or 11****Unit: Intro to Tap Technique**

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2</p> <p>Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p>	<p>How must performers use both physical skills and musical skills to achieve proper tap technique.</p> <p>Why is understanding of basic jazz and rhythmic elements essential for completing tap choreography?</p>	<p>Consistent and clear execution of sounds in tap shoes</p> <p>Extension through lines and limbs</p> <p>Proper placement of weight and pelvis in various tap movements</p>	<p>Performance of beginner-intermediate tap combinations.</p> <p>Performance of beginner-intermediate tap progressions.</p>	<p>Daily observations in dance class.</p> <p>Performance of choreographic phrases and combinations.</p> <p>Written assessment of tap terminology.</p>

<p>CRP2. Apply appropriate academic and technical skills.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>NJSLS</p> <p>1.1.12ACC.PR4A</p> <p>1.1.12ACC.PR4B</p> <p>1.1.12ACC.PR4C</p> <p>1.1.12ACC.PR5C</p> <p>1.1.12ACC.PR5E</p> <p>1.1.12ACC.PR6A</p>	<p>Why is use of proper weight placement and relaxation of leg joints essential for tap performance?</p>	<p>Retention of movement phrases for performance</p> <p>Ability to travel through space, change levels and directions while maintaining placement</p> <p>Execution of basic tap steps, progression, turns and concepts.</p> <p>Basic terminology of tap dance.</p>		
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Course: Musical Theatre Dance

S1 and S2

Grade 10 or 11

Unit: Characterization in Movement

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>NJSLS 1.1.12ACC.PR6B 1.1.12ACC.PR6C</p>	<p>How can we convey proper performance qualities in musical theatre performances?</p> <p>Why is character work essential for effective performance of Musical Theatre ensemble roles?</p> <p>How can a musical theatre performer enhance their character's performance through background work, movement and character choices.</p>	<p>GOTE sheets</p> <p>Character development</p> <p>Externalizing character work through movement choices and performance</p>	<p>Effective performance of character in all musical theatre dance performances</p> <p>Energy and personality through movement performances.</p>	<p>Completion of GOTE and character analysis sheets</p> <p>Daily observations in dance class.</p> <p>Performance of choreographic phrases and combinations.</p>

Course: Audition Preparation

S1 Grade 12 Unit: Audition Preparations

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p>	<p>What is required for my college applications?</p> <p>How do musicians improve the quality of their creative work?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Audition Requirements</p> <p>Audition Preparation</p> <p>College Applications</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define audition requirements for several colleges ● Create a practice plan to prepare for auditions. ● Draft and revise college essays. ● Complete college applications. ● Schedule college auditions ● Perform mock auditions and receive feedback from students and teachers. 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p>

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
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Course: Audition Preparation S1 Grade 12 Unit : Practice and Rehearsal Techniques

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>WHST.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</p>	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Practice techniques</p> <p>Prepare for performance</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Prepare solo pieces auditions. ● Prepare scales for auditions. ● Develop musical independence by performing in small, student-led ensembles. ● Analyze works by paying particular attention to style, form, tonality, and meter. ● Connect repertoire to history and culture of the composer and piece. ● Interpret work by listening to and analyzing other works with similar musical styles. ● Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. ● Self-assessment and reflection 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p>

significant for a specific purpose and audience.				
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Course: Audition Preparation S1 Grade 12 Unit 4: Performance & Auditions

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	<p>Audition Preparation</p> <p>Mock Audition</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● Prepare for All-South Jersey auditions by performing for peers. ● Critique peers using constructive criticism and rubrics. ● Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. ● Demonstrate an understanding of the context of the music through prepared and improvised performances 	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p> <p>Mock Audition</p>

Course: Contemporary Theatre

S1 Grade 12 Unit: College Auditions

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p>	<p>What is required for my college applications?</p> <p>What do I need to complete to get into my school of choice?</p> <p>How do I prepare for my college auditions?</p> <p>Why must I continue scene/monologue study?</p>	<p>College audition preparation and continued scene work.</p> <p>Scheduling auditions</p> <p>Rehearsing audition pieces</p> <p>Prescreen videos</p> <p>Auditioning for college</p>	<p>Develop, communicate and sustain artistic choices in monologues, songs and scene work.</p> <p>Preparing for college auditions.</p>	<p>Observation of daily participation in class. This will be reflected in student's daily participation grade.</p> <p>Performances count as test and quiz grades.</p> <p>Current Events</p>

CRP10. Plan education and career paths aligned to personal goals.				
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Course: Dance Technique I

S1 Grade 12

Unit: Professional Expectations and Safety

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to</p>	<p>How can opportunities in high school lead to career options?</p> <p>How should safety and well-being impact the way in which we operate in a shop or classroom setting?</p> <p>How can reference materials benefit our learning environment and development as an artist?</p> <p>How can you best prepare for a test or exam?</p>	<p>Career opportunities in dance and training required for those careers.</p> <p>Shop safety</p> <p>Fire drill procedures</p> <p><u>Study Skills:</u> Using textbooks and reference materials</p> <p>Charts/ graphs</p> <p>Outlines</p> <p>Test procedures</p>	<p>Understand multiple career opportunities in the field and the necessary skills and training.</p> <p>Pass a safety test with 100% accuracy.</p> <p>List safety requirements.</p> <p>Locate and identify fire extinguishers.</p> <p>Explain what to do in case of a real fire or fire drill.</p> <p>Using textbook, locate table of contents and index. Explain purpose of each.</p> <p>Collect information from graphs and charts in textbook.</p> <p>Tell the main idea and supporting details from an outline.</p>	<p>Journaling</p> <p>Written safety test</p> <p>Informal evaluation of correct safety procedures in shop</p> <p>Worksheets</p> <p>Written homework</p> <p>Questions/ Discussion as a class.</p>

<p>support current interests and postsecondary plans.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>How will appropriate attire and professionalism contribute to success in school and career?</p>	<p>The importance of discipline and attendance in dance technique class.</p> <p>The proper attire and hair style for technique class.</p>	<p>Be able to demonstrate proper discipline, professionalism and productive work ethic in technique class.</p>	<p>Observation of daily participation in technique class. This will be reflected in student's daily participation grade.</p>
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Course: Dance Technique I**S1****Grade 12****Unit: Modern Dance Technique**

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various</p>	<p>How is the transfer of weight important to your performance as a dancer?</p>	<p>Connection to one's weight in movement.</p> <p>Weight transferring and weight bearing exercise.</p>	<p>Demonstrate proper transfer of weight in a movement sequence.</p> <p>Utilize the body's weight to perform a number of movement exercises.</p>	<p>Observation of movement in modern dance technique class.</p> <p>Performance of choreography that</p>

<p>dance styles and traditions.</p> <p>NJSLS</p> <p>1.1.12ADV.PR6A 1.1.12PROF.PR5E 1.1.12ACC.PR5C 1.1.12ACC.PR6A</p>	<p>Why is sensory awareness an important tool for dancers?</p> <p>Why is the use of breath important to movement qualities and performance?</p>	<p>Sensory awareness to increase total body performance and self monitoring.</p> <p>Whole body sensation exercises.</p> <p>Use of breath.</p> <p>Movement/breath connection.</p>	<p>Perform movement phrase which demonstrates mastery of sensory awareness in the entire body.</p> <p>Perform movement with connected breath.</p> <p>Utilize breath to improve movement phrases.</p>	<p>requires multiple transfers of weight.</p> <p>Observation of participation in modern technique class.</p> <p>Performance of movement phrases which require the use of sensory awareness.</p> <p>Participation in modern dance technique class.</p> <p>Performance of movement phrases which utilizes breath connection and control.</p>
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Course: Dance Technique I

S1

Grade 12

Unit: Ballet Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2</p> <p>Demonstrate the fundamental elements, techniques, principles and processes of various</p>	<p>Why is certain terminology important to understanding the universal language of classical ballet?</p>	<p>Plie Releve Tendu Degage Rond de jambe Frappe</p>	<p>Perform basic ballet barre exercises.</p> <p>Describe exercises using French terminology.</p>	<p>Observation of participation in ballet technique class.</p> <p>Definition assignments from the textbook.</p>

<p>dance styles and traditions.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>NJSLS 1.1.12ACC.PR5E 1.1.12ACC.PR5C 1.1.12ADV.PR5B</p>	<p>How does understanding of body and muscle structure affect our use of proper alignment in technique class?</p>	<p>Developpe Battement Fondue Sus-sous Soutenu</p> <p>Directional Terminology</p> <p>Proper alignment of the body in ballet, modern and jazz technique classes.</p> <p>Skeletal awareness.</p> <p>The importance of proper body alignment for long term health of a dancer.</p>	<p>Communicate ballet exercises verbally.</p> <p>Participate in modern, ballet and jazz class utilizing proper body alignment.</p> <p>Identify the importance of proper body alignment for body maintenance for a dancer.</p>	<p>Quizzes/Tests on vocabulary.</p> <p>Observation in daily technique classes.</p> <p>Performance of movement phrases with improved body alignment.</p>
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Course: Dance Technique I

S1

Grade : 12

Unit: Jazz

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>NJSLS 1.1.12ACC.PR5C 1.1.12ACC.PR4B 1.1.12ACC.PR5E</p>	<p>How does center of gravity affect your ability to properly perform jazz technique?</p>	<p>Use of low center of gravity in jazz technique class.</p>	<p>Engage a proper low center of gravity in jazz technique class and movement phrases.</p>	<p>Observation in jazz technique class.</p> <p>Performance of movement phrases in jazz class utilizing a low center of gravity.</p>

Course: Music Theory & Applied Piano V

S2 Grade 12 Unit: Voice-Leading Chords: vii^{o6},vii^{o7}

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other</p>	<p>How does understanding the structure and context of musical works inform performance?</p>	<p>Musicians Guide to Theory and Analysis</p> <p>Chapter 17 Page 345</p> <p>Voice Leading Chords: vii^{o6}, vii^{o7}, and others</p>	<p>Analyze Dominant substitutes: Leading Tone chords Contexts for the diminished 7 chords Writing and resolving vii^{o6} Writing and resolving half-diminished and fully diminished and their inversions Voice Leading the 4/2 chord</p>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes/Tests</p>

domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Course: Music Theory & Applied Piano V

S2 Grade 12

Unit:Phrase Structure and Motivic Analysis

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Musicians Guide Chapter 18 Phrase Structure and Motivic Analysis Page 361</p>	<p>Phrase and Motive, Analyze motives and the musical sentence</p> <p>Phrases in Pairs: The Period Construct and understand phrase diagrams Analyze parallel and contrasting periods Writing parallel and contrasting periods</p> <p>Phrase Rhythm Phrase structure and hypermeter Linking phrases Phrase expansion</p>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes</p>

used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Course: Music Theory & Applied Piano V

S2 Grade 12

Unit: Diatonic Sequences

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Musicians Guide Chapter 19 Diatonic Sequences Page 385</p>	<p>Analyze and compose sequences</p> <p>Descending sequences Descending-Fifths sequence Pachelbel Sequences Descending Parallel 6/3 Chords</p> <p>Ascending Sequences Ascending-Fifth sequence Ascending Parallel 6/3 Chords</p>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p>

used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Course: Music Theory & Applied Piano V S2 Grade 12 Unit: Secondary Dominant and Leading Tone Chords to V

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Musicians Guide Chapter 20</p> <p>Secondary Dominant and Leading-Tone Chords to V Page 409</p>	<p>Intensifying the Dominant</p> <p>Secondary Dominants to V Spelling Secondary Dominants Tonicization and Modulation Secondary Dominants to V in the Basic Phrase Writing and Resolving Secondary Dominants to V Cross Relations</p> <p>Secondary Leading Tone Chords to V How to write and resolve</p> <p>Secondary-function chords in Dominant Expansions</p>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes</p>

used in a specific scientific or technical context relevant to grades 9-10 texts and topics.				
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Course: Music Theory & Applied Piano V

S2 Grade 12

Unit: Tonicizing Scale Degrees other than V

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Musicians Guide Chapter 21</p> <p>Tonicizing Scale Degrees other than V</p>	<p>Secondary-function chords within the basic phrase</p> <p>Identifying secondary dominant and leading-tone chords</p> <p>Secondary-function chords in musical context</p> <p>Tonicizing harmonies within a phrase</p> <p>Providing a temporary harmonic diversion</p> <p>Creating forward momentum</p> <p>Evading and expected resolution</p>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p>

<p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p>			<p>Text painting</p> <p>Spelling Secondary dominant and leading-tone chords</p> <p>Resolving secondary dominant and leading-tone chords</p> <p>Secondary Dominant in sequences</p>	<p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Final Exam</p>
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Course: Music Theory & Applied Piano V

S2 Grade 12

Unit: Piano II & IV

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Bastien's Piano for Adults Volume II</p> <p>Ch 1 G Major Scale and chords</p> <p>Ch 2 E Harmonic Minor Scale and Chords</p>	<p>Meet Me in St. Louis East River Boogie Good Morning Blues G Major Scale and Chords Prelude In G The Holly and the Ivy Morning Mood Theme form Symphony No. 5 Technic: G Scale Etude, On the Treadmill Technic: Finger Extension Study Laughing Song On Top of Old Smoky Lights Over Egypt Major and Minor Triads York Avenue Blues Ocean View E Harmonic Minor Scale and Chords House Of The Rising Sun Syncopated Etude Hello! My Baby Sakura (Cherry Blossom Song) Technic: Etude in E Minor Challenge Piece: Frankie and Johnny</p>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes & Tests</p>

Advanced Music Technique

S2 Grade 12 Unit: Planning for Musical Arrangements/Compositions

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Care & Maintenance</p>	<p>Students will be able to: Demonstrate the ability to care for their instrument through regular required maintenance.</p> <p>Move, sing, play, improvise, and read notation for macro/micro beat patterns, pattern series, and songs in duple and triple meter, including 2/4, 4/4, 3/4, and 6/8 time signatures.</p> <p>(Instrumental Track) Play with characteristic tone on their instrument. (Instrumental Track)</p> <p>Perform contrasting styles of articulation (e.g. legato, staccato, slurs).</p> <p>(Vocal track) Describe and identify parts of mouth, throat, and body that contribute to good vocal</p>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p>

			technique	
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Advanced Music Technique**S2 Grade 12****Unit: Creating Arrangement/Composition**

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>9.3.12.AR PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to</p>	<p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Informal Music Learning</p> <p>Arranging</p> <p>Audition Preparation</p> <p>Tonality</p> <p>Meter</p> <p>Form</p> <p>Style</p> <p>Articulation</p> <p>Melodies</p> <p>Chord Roots/Progressions</p>	<p>Students will be able to:</p> <p>Use music notation software to create instrumental parts.</p> <p>Use music theory skills to create and edit parts.</p>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p>

enhance productivity.				
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Advanced Music Technique S2, Grade 12 Unit 3 : Leading Rehearsals

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Audition Preparation Prepare for performance Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Blend/Balance Intonation Dynamics Interpretation</p>	<p>Students will be able to: Develop musical independence by leading small ensembles.</p> <p>Analyze works by paying particular attention to style, form, tonality, and meter.</p> <p>Interpret work by listening to and analyzing other works with similar musical styles.</p> <p>Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>Assess how they improved individual parts and ensemble as a whole.</p>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p>

Advanced Music Technique S2, 3B Grade 12

Unit 4: Performance preparation

CTE Standards	Essential Questions	Content	Skills	Assessment
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	<p>Technical Accuracy</p> <p>Expressive Qualities</p> <p>Performance</p> <p>Audition Preparation</p> <p>Performance</p>	<p>The students will be able to:</p> <p>Prepare for All-South Jersey auditions by performing for peers.</p> <p>Critique peers using constructive criticism and rubrics.</p> <p>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>Demonstrate an understanding of the context of the music through prepared and improvised performances</p>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations</p> <p>Reflections</p>

<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>				
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Course: Contemporary Theatre S2 Grade 12 Unit: Early - Mid 20th Century

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.	Why is theatre history important to you as an artist?	Textbook for Course: <i>The Bedford Introduction to Drama</i>	View, analyze, compare and contrast various styles and forms of theatre.	Observation of daily participation in class. This will be reflected in student's daily participation grade.
9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.	Why is theatre history important to you as an artist?	Chapter: Drama in the Early and Mid-Twentieth Century	View, analyze, compare and contrast various plays.	Written assignments from textbooks, vocabulary, and handouts.
CRP2. Apply appropriate academic and technical skills.	How do you determine if a playwright or play is distinguished?	Plays can include: <i>A Streetcar Named Desire</i>	Define and understand the periods involved in the evolution of theatre.	Written tests.
9.3.12.AR PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.	How has theatre been influenced by historical events, politics, and culture?	<i>Long Day's Journey Into Night</i> <i>A View from the Bridge</i>	View, list, and understand the characteristics of theatre throughout history.	Play Analysis and Video Reviews are quiz grades.
RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	How has theatre influenced society?	<i>Death of a Salesman</i> <i>The Crucible</i>	Track the development of modern acting through the 21 st Century.	Current Events
NJSLS: 1.2.4A.1,	Why is theatre important?	<i>Present Laughter</i>		
	What role does religion play throughout Theatre History?	<i>Raisin in the Sun</i> <i>Fences</i>		
	How do architectural and technical advancements influence plays and			

<p>1.2.4A.2, 1.2.4A.3, 1.2.4A.6, 1.2.6A.2. 1.2.6A.3, 1.2.8A.1, 1.2.12A.1</p>	<p>theatre throughout history?</p>			
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Course: Contemporary Theatre S2 Grade 12 Unit: Contemporary Drama

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>9.3.12.AR PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>RST.9-10.5. Analyze the relationships among</p>	<p>Why is theatre history important to you as an artist?</p> <p>Why is theatre history important to you as an artist?</p> <p>How do you determine if a playwright or play is distinguished?</p> <p>How has theatre been influenced by historical events, politics, and culture?</p> <p>How has theatre influenced society?</p> <p>Why is theatre important?</p>	<p>Textbook for Course: <i>The Bedford Introduction to Drama</i></p> <p>Chapter: Contemporary Drama</p> <p>Plays can include:</p> <p><i>No Man's Land</i></p> <p><i>Who's Afraid of Virginia Woolf</i></p> <p><i>Angels in America, Part 1 and 2</i></p> <p><i>Laramie Project</i></p> <p><i>Indecent</i></p> <p><i>Frankenstein</i></p>	<p>View, analyze, compare and contrast various styles and forms of theatre.</p> <p>View, analyze, compare and contrast various plays.</p> <p>Define and understand the periods involved in the evolution of theatre.</p> <p>View, list, and understand the characteristics of theatre throughout history.</p>	<p>Observation of daily participation in class. This will be reflected in the student's daily participation grade.</p> <p>Written assignments from textbooks, vocabulary, and handouts.</p> <p>Written tests.</p> <p>Play Analysis and Video Reviews are quiz grades.</p> <p>Current Events</p>

<p>concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>NJSLS: 1.2.4A.1, 1.2.4A.2, 1.2.4A.3, 1.2.4A.6, 1.2.6A.2. 1.2.6A.3, 1.2.8A.1, 1.2.12A.1</p>	<p>What role does religion play throughout Theatre History?</p> <p>How do architectural and technical advancements influence plays and theatre throughout history?</p>	<p><i>Curious Incident of the Dog in Nighttime</i></p> <p><i>The Woodsman</i></p> <p><i>She Loves Me</i></p> <p><i>Rent</i></p> <p><i>Phantom of the Opera</i></p> <p><i>Les Miserables</i></p> <p><i>Billy Elliot</i></p>	<p>Track the development of modern acting through the 21st Century.</p>	
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Course: Intro to Acting II

S2

Grade 12

Unit: Voice

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>NJSLS:</p>	<p>What does articulate mean?</p> <p>What part of the anatomy is relevant to speech production and breath support?</p> <p>How is the voice produced?</p> <p>Why is Pronunciation important?</p> <p>How do you project your voice?</p> <p>What is an Oral Interpretation?</p> <p>How does the voice Resonate?</p> <p>Why is the International Phonetic Alphabet important?</p>	<p>Articulation Exercises</p> <p>Breathing Exercises</p> <p>Tongue Twisters</p> <p>Oral Interpretations of Poetry and Prose</p> <p>Expressiveness</p> <p>Resonance</p> <p>International Phonetic Alphabet</p> <p>Textbook: <u>ACTING ONE</u> Part IV Lessons 15-17</p>	<p>Demonstrate understanding of effective vocal production, including vocal variety and articulation.</p> <p>Identify and become aware of personal vocal and movement habits in order to neutralize or use them when performing or creating a character.</p> <p>Name and identify parts of the vocal tract anatomy relevant to speech production and breath support, and discuss the way each part functions.</p> <p>Memorize and use the International Phonetic Alphabet.</p> <p>Learn to speak with purpose and clarity.</p>	<p>Class Participation (Assessed daily by rubric)</p> <p>Voice Improvement Exercises</p> <p>Student Led Warm-ups</p> <p>Objective Quizzes and Tests</p> <p>On-Command Performance Assessments</p> <p>Acting Journal</p> <p>International Phonetic Alphabet Assessment</p> <p>Vocabulary Quizzes</p> <p>Current Events</p>

1.2.4A.1, 1.2.4A.2, 1.2.4A.3, 1.2.4A.6, 1.2.6A.2. 1.2.6A.3, 1.2.8A.1, 1.2.12A.1				
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Course: Intro to Acting II

S2

Grade 12

Unit: Actor's Instrument - Voice

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
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<p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>NJSLS: 1.2.4A.1, 1.2.4A.2, 1.2.4A.3, 1.2.4A.6, 1.2.6A.2. 1.2.6A.3, 1.2.8A.1, 1.2.12A.1</p>	<p>What does articulate mean?</p> <p>What part of the anatomy is relevant to speech production and breath support?</p> <p>How is the voice produced?</p> <p>Why is Pronunciation important?</p> <p>How do you project your voice?</p> <p>What is an Oral Interpretation?</p> <p>How does the voice Resonate?</p> <p>Why is the International Phonetic Alphabet important?</p>	<p>Articulation Exercises</p> <p>Breathing Exercises</p> <p>Tongue Twisters</p> <p>Oral Interpretations of Poetry and Prose</p> <p>Expressiveness</p> <p>Resonance</p> <p>International Phonetic Alphabet</p> <p>Textbook: <u>ACTING ONE</u> Part IV Lessons 15-17</p>	<p>Demonstrate understanding of effective vocal production, including vocal variety and articulation.</p> <p>Identify and become aware of personal vocal and movement habits in order to neutralize or use them when performing or creating a character.</p> <p>Name and identify parts of the vocal tract anatomy relevant to speech production and breath support, and discuss the way each part functions.</p> <p>Memorize and use the International Phonetic Alphabet.</p> <p>Learn to speak with purpose and clarity.</p>	<p>Class Participation (Assessed daily by rubric)</p> <p>Voice Improvement Exercises</p> <p>Student Led Warm-ups</p> <p>Objective Quizzes and Tests</p> <p>On-Command Performance Assessments</p> <p>Acting Journal</p> <p>International Phonetic Alphabet Assessment</p> <p>Vocabulary Quizzes</p> <p>Current Events</p>
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Course: Intro to Acting II

S2

Grade 12 Unit: Actor's Instrument - Body

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>NJSLS: 1.2.4A.1, 1.2.4A.2, 1.2.4A.3, 1.2.4A.6,</p>	<p>Why does an actor move?</p> <p>What is the Alexander Technique?</p> <p>How is proper body alignment achieved?</p> <p>How can Laban's efforts be used as an actor?</p> <p>How do we integrate the body and voice as an integral part of our craft?</p> <p>Who is Stanislavski?</p> <p>What is Sense Memory?</p> <p>What is Emotional Recall?</p>	<p>Movement with purpose.</p> <p>Laban's Efforts</p> <p>Alexander Technique</p> <p>Acceleration, Deceleration</p> <p>Counterpoise</p> <p>Coordination</p> <p>Pointing</p> <p>Tempo</p> <p>Sense Memory</p> <p>Playing with Real Emotion</p>	<p>Identify and become aware of personal vocal and movement habits in order to neutralize or use them when performing or creating a character.</p> <p>Demonstrate working knowledge of Laban's Efforts and the Alexander Technique.</p> <p>Develop their observation, focus and listening skills.</p> <p>Respond appropriately to imaginary stimuli.</p> <p>Demonstrate flexibility and adaptability in response and situations.</p> <p>Illustrate proper use of sensory memory.</p>	<p>Class Participation (Assessed daily by rubric)</p> <p>Voice Improvement Exercises</p> <p>Student Led Warm-ups</p> <p>Objective Quizzes and Tests</p> <p>On-Command Performance Assessments</p> <p>Acting Journal</p> <p>Demonstrate the Alexander Technique</p> <p>Demonstrate Laban's Efforts</p> <p>Vocabulary Quizzes</p> <p>Current Events</p>

1.2.6A.2. 1.2.6A.3, 1.2.8A.1, 1.2.12A.1			Understand the history of the Method.	
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Course: Intro to Acting II

S2

Grade 12

Unit: Actor's Technique - Voice

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>NJSLS: 1.2.4A.1, 1.2.4A.2, 1.2.4A.3,</p>	<p>Why is Diction important?</p> <p>Why is Inflection so important?</p> <p>Why are builds important?</p> <p>What are cutbacks?</p>	<p>Open-Mouthed Speaking</p> <p>Developing Diction</p> <p>Emphasis</p> <p>Inflection</p> <p>Attacking words and sentences</p> <p>Turn-Taking</p> <p>Builds</p> <p>Line-Linkage</p> <p>Scene Structure</p> <p>Builds</p>	<p>Demonstrate an ability to vocally and physically interpret written material fluently, distinctly and expressively.</p>	<p>Class Participation (Assessed daily by rubric)</p> <p>Voice Improvement Exercises</p> <p>Student Led Warm-ups</p> <p>Objective Quizzes and Tests</p> <p>On-Command Performance Assessments</p> <p>Acting Journal</p> <p>Demonstrate how to approach the text vocally</p> <p>Voice/Body Coordination</p> <p>Vocabulary Quizzes</p>

1.2.4A.6, 1.2.6A.2. 1.2.6A.3, 1.2.8A.1, 1.2.12A.1				Current Events
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Course: Intro to Acting II S2 Grade 12 Unit: Actor’s Technique - Complete

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>How do we utilize technique learned in class when preparing a role?</p> <p>Why is the actor’s process important in preparing for performances?</p> <p>How do you approach a role?</p>	<p>Understanding and application of all techniques learned thus far.</p> <p>Memorization and performance of a scene.</p> <p>Atmosphere of professional rehearsal setting.</p>	<p>Develop, communicate and sustain artistic choices in monologue and scene work.</p> <p>Execute consistency when constituting artistic choices in monologue and scene work.</p> <p>Plan and rehearse improvised and scripted scenes.</p> <p>Define and demonstrate actions, obstacles, and tactics as they pertain to acting, monologues and scene work.</p>	<p>Class Participation (Assessed daily by rubric)</p> <p>Voice Improvement Exercises</p> <p>Student Led Warm-ups</p> <p>Objective Quizzes and Tests</p> <p>Scene Performances</p> <p>Acting Journal</p> <p>Vocabulary Quizzes</p> <p>Current Events</p>

<p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>NJSLS: 1.2.4A.1, 1.2.4A.2, 1.2.4A.3, 1.2.4A.6, 1.2.6A.2. 1.2.6A.3, 1.2.8A.1, 1.2.12A.1</p>				
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Course: Dance Technique II

S2 Grade 9 Unit: Modern Dance Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>NJSLS 1.1.12ACC.PR5C 1.1.12ACC.PR4B 1.1.12ACC.PR5E</p>	<p>How can sequential body movement add content to your dance technique?</p> <p>How can you use sequential movement to transition in and out of the floor?</p> <p>How can you utilize imagery to motivate movement and incorporate the entire body in movement phrases?</p>	<p>Rolling up and down through the body.</p> <p>Sequential spine movement.</p> <p>Sequential movement through the limbs.</p> <p>Using movement to change levels.</p> <p>Use of imagery to stimulate limbs and movement.</p> <p>Use of imagery to use the total body in movement.</p> <p>Use imagery to initiate movement and phrase work.</p>	<p>Perform roll down exercises.</p> <p>Perform x roll exercises.</p> <p>Perform movement phrases which require moving sequentially through the spine and limbs.</p> <p>Utilize sequential movement to come in and out of the floor.</p> <p>Utilize imagery and breath visualization to deepen movement qualities.</p> <p>Be able to identify an appropriate image to produce a movement desired by a choreographer.</p>	<p>Observation of movement in modern dance technique class.</p> <p>Performance of choreography that requires sequential movement through the body.</p> <p>Performance of choreography that requires sequential movement to change levels.</p> <p>In class observations during modern technique class.</p> <p>Performance of imagery based movement phrases and choreography.</p>

Course: Dance Technique II

S2

Grade 9

Unit: Ballet Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context</p>	<p>Why is certain terminology important to understanding the universal language of classical ballet?</p> <p>How can dancers effectively maintain rotation through their legs while traveling in ballet class?</p>	<p>Pirouette Grand Jete Soubersaut Changement Echappe Assemble Pas de bourree Glissade Tombe Promenade Attitude</p> <p>Use of 6 Outward Rotator Muscles to initiate and maintain rotation in the hip socket.</p> <p>Proper alignment of the pelvis to allow for maximum rotation in the hip socket.</p>	<p>Define, Identify and perform terminology covered.</p> <p>Participate in the adagio, pirouette, petite allegro and grande allegro portions of a ballet technique class.</p> <p>Communicate ballet exercises verbally.</p> <p>Strengthen and utilize rotators effectively throughout an entire ballet class.</p> <p>Properly align pelvis to allow free movement in the hip socket.</p>	<p>Definition assignments from texts.</p> <p>Participation in ballet technique class.</p> <p>Written tests/quizzes.</p> <p>In class observations during ballet technique class.</p> <p>Performance of ballet phrases utilizing proper hip rotation and alignment.</p>

<p>relevant to grades 9-10 texts and topics.</p> <p>NJSLS 1.1.12ACC.PR5C 1.1.12ACC.PR4B 1.1.12ACC.PR5E</p>				
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Course: Dance Technique II

S2

Grade 9

Unit: Repertoire

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>NJSLS 1.1.12ACC.PR4A</p>	<p>How do we utilize technique learned in class when preparing a performance situation?</p> <p>Why is technique important in training for performances?</p>	<p>Detailed understanding of movement for performance.</p> <p>Memorization of repertoire through repetition.</p> <p>Atmosphere of professional rehearsal setting.</p>	<p>Refine and improve performance through repetitious rehearsals.</p> <p>Ability to work with various choreographers successfully and professionally.</p> <p>Ability to work as an ensemble in a rehearsal setting.</p> <p>Ability to build stamina and confidence</p>	<p>Observation of performance in rehearsal setting.</p> <p>Final performance in a concert setting.</p>

1.1.12ACC.PR5C 1.1.12ACC.PR5E			throughout the rehearsal process.	
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RESOURCES AND SUPPLEMENTAL MATERIALS

Andrade, A. (2008). *Absolute beginners: Voice*. New York, NY: Omnibus Media.

Bastien, J. S., Bastien, L., & Bastien, L. (1999). *Bastien piano for adults: A beginning course, lessons, theory, technic, Sight Reading (Vol. I)*. Neil A. Kjos Music Co.

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Clendinning, J. P., & Marvin, E. W. (2016). *The musician's guide to theory and analysis (3rd ed.)*. New York, NY: W. W. Norton.

Grant, Gail. *Technical Manual and Dictionary of Classical Ballet. Third Revised Edition*. New York: Dover Publication, 1982.

Grieg, Valerie. *Inside Ballet Technique: Separating Anatomical Fact from Fiction in the Ballet Class*. Hightstown, NJ: Princeton Book Company. 1994.

Videos from Various Dance and Theatre Companies and Performances

Guest Speaker/Vocal Coach

Guest Speaker/Nutritionist

Guest Speaker/Pilates Trainer