



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Introduction to Broadway Musicals Grade Level(s): 9-12 Units of Credit: .25 Classification: Elective	Length of Course: 15 cycles Periods Per Cycle: 3 Length of Period: 43 minutes Total Instructional Time: 32.25 hours
---	--

Course Description

Introduction to Broadway Musicals gives students an overview of American musical theater history and cultural impact from its origin to the present. This course will introduce students to theater vocabulary, explore the roles of a production team, and overview many influential musicals throughout history. The theater styles included in the course include opera, operetta, vaudeville, the Ziegfeld Follies, and musical theater. Students will watch both *Oklahoma!* and *West Side Story* in full and reflect on the characteristics of these musicals which set them apart from other styles of musicals and stage entertainment. Other musicals covered in the class include *Show Boat*, *Porgy and Bess*, *South Pacific*, *Carousel*, *Phantom of the Opera*, *Les Miserables*, and *Into the Woods*.

Instructional Strategies, Learning Practices, Activities, and Experiences

Formal Assessments Guided Practice Bell Ringers Class Discussion Small Group Discussion	Best Practices Strategies Formative Assessments Posted Objectives Posted Agenda Closure Activity	Teacher Presentation Online Tutorials/Resources Homework EdPuzzle Videos Kahoot Quizzes
---	--	---

Assessments

Group Research Project Performance Review	Written Quizzes	Unit Tests
--	-----------------	------------

Materials/Resources

<u>Appreciating Musicals</u> by William G. Reid Broadway: The American Musical DVD	<u>Broadway: The American Musical</u> Compilation Book West Side Story Movie (1961)	Various Videos/Teacher Guides Oklahoma Performance
---	---	---

Adopted: 10/2004

Revised: 6/20/11; 5/15/2017

P:\MGDRBR\NEWCURR\Music\2017\Introduction to Broadway Musicals\Planned Course Overview.doc

Musical Theater Vocabulary and Personnel	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>A. Musical Theater Vocabulary and Personnel</p> <p>director producer lyricist choreographer stage crew composer conductor pit orchestra company costume designer set designer overture opening number chorus number dance number reprise finale ballad charm song comedy song</p>	<p>1. Describe the steps and personnel roles necessary to creating a successful production. 9.1.9.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.11.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.11.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.11.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.B ~ Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.12.C ~ Integrate and apply advanced vocabulary to the arts forms.</p> <p>2. Relate song styles and lyrics to the plot; how and when they're used. 9.1.9.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.9.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.11.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.11.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.11.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.12.C ~ Integrate and apply advanced vocabulary to the arts forms.</p> <p>3. Understand the functions of dialogue and lyrics in a musical. 9.1.9.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.10.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.11.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.</p>

Early Musical Theater History	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>B. Early Musical Theater History</p> <p>Opera Operetta Vaudeville variety show Minstrels Ziegfeld Follies Revue cultural context cultural impact George Cohan Bert Williams Jerome Kern Irving Berlin Florence Ziegfeld Tin Pan Alley Show Boat American songwriter Annie Get Your Gun Gold Bless America White Christmas</p>	<p>1. Recognize the contributions of each early Broadway individual and be able to relate them to current theatre culture. 9.4.9.B ~ Describe and analyze the effects that works in the arts have on groups, individuals, and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds). 9.4.10.B ~ Describe and analyze the effects that works in the arts have on groups, individuals, and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds). 9.4.11.B ~ Describe and analyze the effects that works in the arts have on groups, individuals, and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds). 9.4.12.B ~ Describe and analyze the effects that works in the arts have on groups, individuals, and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).</p> <p>2. Contribute topics of early theater to historical events. 9.2.9.A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.9.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.9.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.9.E ~ Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). 9.2.9.F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2.10.A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.10.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.10.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.10.E ~ Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). 9.2.10.F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2.11.A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.11.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.11.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.11.E ~ Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). 9.2.11.F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>

Early Musical Theater History (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>9.2.12.A ~ Explain the historical, cultural, and social context of an individual work in the arts.</p> <p>9.2.12.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p>9.2.12.D ~ Analyze a work of art from its historical and cultural perspective.</p> <p>9.2.12.E ~ Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).</p> <p>9.2.12.F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>

Rodgers and Hammerstein and the Golden Age of Theater	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>C. Rodgers and Hammerstein and The Golden Age of Theater</p> <p>dream sequence musical story entr'acte plot device South Pacific The King and I Oklahoma! Carousel Jerome Kern cultural context historical context distinguishing musical elements compare and contrast cultural impact</p>	<p>1. Compare and contrast Rodgers and Hammerstein to other musical creators.</p> <p>9.1.9.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.9.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.9.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1.10.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.10.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.10.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.11.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.11.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.11.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.</p> <p>2. Interpret and understand different cultures and historical periods used in Rodgers and Hammerstein's various musicals.</p> <p>9.2.9.A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.9.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.9.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.10.A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.10.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.10.D ~ Analyze a work of art from its historical and cultural perspective.</p>

Rodgers and Hammerstein and the Golden Age of Theater (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>9.2.11.A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.11.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.11.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.12.A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.12.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.12.D ~ Analyze a work of art from its historical and cultural perspective.</p> <p>3. Critique a musical theater performance in the form of a theater review. 9.3.9.A ~ Explain and apply the critical examination processes of works in the arts and humanities. 9.3.9.B ~ Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in <i>Woman Combing Her Hair</i>). 9.3.10.A ~ Explain and apply the critical examination processes of works in the arts and humanities. 9.3.10.B ~ Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in <i>Woman Combing Her Hair</i>). 9.3.11.A ~ Explain and apply the critical examination processes of works in the arts and humanities. 9.3.11.B ~ Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in <i>Woman Combing Her Hair</i>). 9.3.11.G ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.3.12.A ~ Explain and apply the critical examination processes of works in the arts and humanities. 9.3.12.B ~ Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in <i>Woman Combing Her Hair</i>).</p>

1950s to Present	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>D. 1950s to Present</p> <p>Shakespeare Romeo and Juliet Leonard Bernstein Arthur Laurents Jerome Robbins action in movement themes gang violence thick musical texture Andrew Lloyd Webber Cats Phantom of the Opera Stephen Sondheim Into the Woods</p>	<p>1. Compare and contrast the music of Leonard Bernstein to previous Broadway composers. 9.1.9.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.10.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.11.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.12.C ~ Integrate and apply advanced vocabulary to the arts forms.</p> <p>2. Recognize the importance of stylistic dance in theatre. 9.1.9.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.10.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.11.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.12.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>3. Compare and contrast West Side Story to its Shakespearean roots. 9.2.9.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.10.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.11.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.12.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.10.J ~ Identify, explain, and analyze historical and cultural differences as they relate to works in the arts (e.g., plays by Shakespeare, works by Michelangelo, ethnic dance and music). 9.2.10.L ~ Identify, explain, and analyze common themes, forms, and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring, and Millet's The Gleaners).</p>