RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

GRADES 7 AND 8

**THE MUSICAL ON BROADWAY AND IN HOLLYWOOD
CURRICULUM**

2016

**Approved by the Rutherford Board of Education
March 21, 2016**

Revision to Remove CCSS and Replace with NJSLS - Approved by the RBOE: November 14, 2016

INTRODUCTION

This course is a broad study of the various elements that constitute Hollywood movies and musical theatre. This is a general course for all students interested in broadening their awareness of the musical and/or lyrical form. This study will examine plots of specific works while connecting them to music, characters, historical significance, and social relevance. Students participating in this course will gain an understanding of the elements necessary for musical film analysis that will lead them toward a development of an appreciation of film as art. As they critique Broadway and Hollywood's message to the public, viewers will be exposed to the various eras of Hollywood filmmaking, paying special attention to the messages being sent by the film and how the mood of the country impacted the film when it was released. Film adaptations of Broadway-style musicals often have major differences from the original theatrical script; students will also be encouraged to take a closer look at how film and stage work differently. Students enrolled in this course must be willing to be view and discuss with a purpose. While film is a form of entertainment, students will be expected to pay close attention to all details being presented on the screen and be ready to share ideas and findings.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: http://www.state.nj.us/education/cccs/2016/ela/

COURSE OUTLINE

- OVERVIEW OF BROADWAY MUSICALS
    - Brief history of Broadway
    - Research/ Present major Broadway stars throughout history, such as:
        - Julie Andrews
        - Angela Lansbury
        - Idina Menzel
        - Sutton Foster
        - Elaine Stritch
        - Patty LuPone
        - Bernadette Peters
        - Kristin Chenoweth
        - Barbra Streisand
        - Audra McDonald
        - Chita Rivera
        - Mary Martin
        - Liza Minelli
    - Definition, types, and examples of popular theatre genres
    - Whole class viewings (see titles suggested in Curriculum Map)
    - Literary-style analysis (characters, plot, dialogue, setting, author's purpose, etc.)

- Small group/ individual projects (see suggested activities)

- OVERVIEW OF HOLLYWOOD FILMS
  - Brief history of Hollywood/ Advances in Film- sound, color, etc.
  - Research/ Present major Hollywood stars throughout history, such as
    - Humphrey Bogart
    - Audrey Hepburn
    - Cary Grant
    - Marlon Brando
    - Marilyn Monroe
    - Judy Garland
    - James Cagney
    - Charlie Chaplin
    - Grace Kelly
    - Ginger Rogers
  - Definition, types, and examples of popular film genres
  - Whole class viewings (see titles suggested in Curriculum Map)
  - Literary-style analysis (characters, plot, dialogue, setting, author's purpose, etc.)
  - Small group/ individual projects (see suggested activities)

METHODS OF ASSESSMENT

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
  o Teacher critique
  o Peer critique
  o Self-critique
  o Rubric-based discussion
  o Portfolios
  o Close-reading/Analysis of professional work

- Teacher/Curriculum Assessment will be conducted according to the following statement:
  o The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and how they align to state standards.

GROUPING

This class is heterogeneously grouped for 7th and 8th grade students.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This is a semester-long course.

RESOURCES

- References
    - o Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.

- Technology
    - o Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.8.A.1) (8.1.8.A.2) (8.1.8.A.3) (8.1.8.A.4) (8.1.8.A.5) (8.1.8.B.1) (8.1.8.D.1) (8.1.8.D.2) (8.1.8.D.3) (8.1.8.E.1)
    - o Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.

- Supplies/Materials
    - o Students must have abundant access to the Internet, poetry, newspapers, magazines, and essays.

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

SUGGESTED ACTIVITIES

- View and analyze a range of Broadway musicals and Hollywood hit films, organized by genre.
- Write musical and film reviews/ Create classroom poster to display student critic ratings on the star system. (Students must justify their stars!)
- Using a literary lens, engage students and focus class activities and discussion around characters, plot, dialogue, setting, writing reviews, etc.
- One assessment per genre about the genre and the works studied as examples of that genre
- Collaborative Performance: Using the scripts in the curriculum map, students can act out "Peter Pan" during the Adventure genre unit.
- Culminating Project: Design a playbill, including artwork, casting, scene listings, reviews, suggestions for other shows, etc. following a traditional playbill format and using the rules of English language grammar and usage.
- Alternative Projects:
  1. Hold a Tony Award show, where students nominate elements of the studied musical/ non musical films in different categories. Vote on the winners & announce.
  2. Review novels and/ or songs that exemplify the genres studied

INTERDISCIPLINARY CURRICULUM COORDINATION

The Musical on Broadway and in Hollywood has virtually unlimited possibilities for interdisciplinary connections.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

September/ February	October/ March	November/ April	December/ May	January/ June
Suggested Genre(s): **_WAR/ HISTORICAL_** (Stories whose central struggle is concerned with warfare, typically in but not limited to, the twentieth century.) Possible Musicals: *_Les Miserables_ (French Revolution) *_The Sound of Music_ (WWII) *_South Pacific_ (WWII) Possible (Non-Musical) Films: *_War Horse_ (WWI) *_The Bridge on the River Kwai_ (WWII) **Extension Idea (lyrics):** LINK: War Songs Literary Areas of Musical/ Film Analysis: characterization plot rising action conflict falling action resolution dialogue	Suggested Genre(s): **_COMING OF AGE_** (Stories whose central struggle is about the hero finding his or her place in the world.) Possible Musicals: *_Hairspray_ *_The Lion King_ _(animated)_ *_Mama Mia!_ *_Grease_ *_Brave_ _(animated)_ Possible (Non-Musical) Films: *_The Perks of Being a Wallflower_ (if PG-13 is ok) *_The Sandlot_ *_Mean Girls_ (if PG-13 is ok) *_Goonies_ *_Matilda_ **Extension Idea (lyrics):** LINK: Coming of Age Song Lyrics Literary Areas of Musical/ Film Analysis:	Suggested Genre(s): **_ADVENTURE_** (Stories whose central struggle plays out mainly through encounters with new "worlds.) Possible Musicals: *_The Wizard of Oz_ *_The Wiz_ *_Peter Pan (musical version)_ Possible (Non-Musical) Films: *_Hook_ *_Finding Neverland_ **COLLABORATIVE PERFORMANCE SCRIPT:** 1. Peter Pan : Plays for Young Audiences (link) 2. Alternative (longer) Peter Pan Script **Extension Idea (lyrics):** Link: Adventure Songs Literary Areas of Musical/ Film Analysis: characterization plot rising action conflict	Suggested Genre(s): **_COMEDY_** (Stories whose central struggle causes hilarious results.) Possible Musicals: *_Monty Python and the Holy Grail_ *_The Muppets (2011)_ *_Sister Act_ Possible (Non-Musical) Films: *_Night at the Museum_ *_Ace Ventura, Pet Detective (comedy)_ Literary Areas of Musical/ Film Analysis: characterization plot rising action conflict falling action resolution dialogue setting symbolism foreshadowing author/director's	Suggested Genre(s): **_EPIC/ MYTH_** (Stories whose central struggle plays out in the midst of a clash of great forces or in the sweep of great historical change.) Possible Musicals: *_Camelot_ *_Aladdin (animated)_ Possible (Non-Musical) Films: *_Star Wars_ Literary Areas of Musical/ Film Analysis: characterization plot rising action conflict falling action resolution dialogue setting symbolism foreshadowing author/director's purpose

setting	characterization	falling action	purpose	
symbolism	plot	resolution		
foreshadowing	rising action	dialogue		
author/director's purpose	conflict	setting		
	falling action	symbolism		
	resolution	foreshadowing		
	dialogue	author/director's purpose		
	setting			
	symbolism			
	foreshadowing			
	author/director's purpose			