



MUSICAL THEATRE HISTORY MUSEUM PROJECT

By ANNIE DRAGOO

Musical Theatre is a uniquely American art form, explored through this unique unit by instructor Annie Dragoo.

It is divided into two parts: first, students view a documentary called Broadway the American Musical - available on YouTube. Students will reflect after each episode and there is an available viewing quiz.

After viewing, discussing and reflecting on each episode of the PBS Documentary, Broadway: The American Musical, students will research a specific topic in order to create and design a musical theatre museum exhibit. It's a great three-dimensional demonstration of knowledge, and there is a rubric provided for the completed exhibit.

This is not your traditional textbook history learning!

1 - Give My Regards to Broadway

By viewing this documentary, students explore Broadway's history from the vaudeville shows and operettas of the 20th century to 21st-century extravaganzas such as Hairspray and Wicked. In this lesson, students will view, discuss, and reflect on Episode 1.

2 - The Charleston, Jazz, and the New American Slang

In this lesson, students will view, discuss, and reflect on Episode 2.

3 - Broadway Gives Hope

In this lesson, students will view, discuss, and reflect on Episode 3.

4 - The Golden Age

In this lesson, students will view, discuss, and reflect on Episode 4.

5 - Broadway Reinvents Itself

In this lesson, students will view, discuss, and reflect on Episode 5.

6 - Broadway and the Global Economy

In this lesson, students will view, discuss, and reflect on Episode 6.

7 - Topic Research and Exhibit Planning

In Part Two of this unit, students will research the influence of a musical theatre topic in the past and present. Students will apply their knowledge by creating, designing, and presenting a musical theatre museum exhibit.

8 - Museum Day

Students will showcase what they have learned about their musical theatre topic in a museum exhibit. Students will also learn about additional musical theatre topics by viewing other exhibits and answering questions found in the Museum Exhibit Questionnaire Book.

Standards Connections

National Core Arts Standards

Perceive and analyze artistic work - Grade 6

TH:Re7.1.6.a - Describe and record personal reactions to artistic choices in a drama/theatre work.

Perceive and analyze artistic work - Grade HS Advanced

TH:Re7.1.HSIII.a - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing

CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

History/Social Studies

CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

California VAPA Standards (2019)

6.TH:Re7 Perceive and analyze artistic work.

6.TH:Re7 - Describe and record personal reactions to artistic choices in a drama/theatre work.

Adv.TH:Re7 Perceive and analyze artistic work.

Adv.TH:Re7 - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.1.6 - Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

TH.912.C.1.8 - Apply the components of aesthetics and criticism to a theatrical performance or design.

Historical & Global Connections

TH.912.H.1.1 - Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.

TH.912.H.2.1 - Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.

TH.912.H.2.4 - Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.

TH.912.H.2.10 - Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.

Georgia Performance Standards 2017 - Theatre Arts

Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Creating

TAHSMT.CR.1 - Organize, design, and refine theatrical work., a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical., b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.

Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Responding

TAHSMT.RE.2 - Critique various aspects of theatre and other media using appropriate supporting evidence., a. Utilize constructive criticism, appropriate musical theatre terminology, and study of existing performance styles to modify and improve performance choices.

Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Connecting

TAHSMT.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Explore the business of musical theatre., b. Explore careers through participation in various production roles and activities found in commercial, professional, amateur, and/or educational musical theatre.

TAHSMT.CN.2 - Examine the role of theatre in a societal, cultural, and historical context, a. Compare and contrast presentational and representational styles in musical theatre., b. Examine the role and influence of musical theatre in various historical and contemporary cultures.

North Carolina Essential Standards

Beginning High School Standards - Culture

B.CU.1.1 - Use theatre arts to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.

Proficient High School Standards - Analysis

P.A.1.2 - Distinguish the evolution of written texts to theatrical performances.

Proficient High School Standards - Culture

P.CU.1.1 - Understand the role of theatre arts in United States history as a means of interpreting past eras within an historical context.

Advanced High School Standards - Culture

A.CU.1.1 - Interpret theatre arts from personal, cultural, and historical contexts.

Texas Essential Knowledge and Skills for Theatre Arts

HS 117.315 LI - Foundations: Inquiry and

Understanding

C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

HS 117.315 LI - Historical and cultural relevance

C.4.B - relate historical and cultural influences on theatre.

C.4.E - appreciate the multicultural heritage of United States drama and theatre and identify key figures, works, and trends in dramatic literature.

C.4.F - identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.

HS 117.316 LII - Historical and cultural relevance

C.4.F - identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.

HS 117.316 LII - Critical evaluation and response

C.5.D - evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations.

HS 117.317 LIII - Historical and cultural relevance

C.4.A - evaluate historical and cultural influences on theatre.

C.4.E - research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature.

C.4.F - identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology, or electronic media.

HS 117.318 LIV - Historical and cultural relevance

C.4.A - evaluate historical and cultural influences on theatre.

C.4.E - research the influences of the multicultural heritage of drama and theatre in the United States and identify key figures, works, and trends in dramatic literature.

C.4.F - identify and appreciate the innovations and contributions of the United States to the performing arts such as theatre, melodrama, musical theatre, radio, film, television, technology or electronic media.

Alberta, Canada

Junior Goal III Objectives

develop awareness of various conventions of theatre

Junior Orientation

listen effectively

meet deadlines and follow through on individual and group commitments

recognize the purposes of and participate in warmup activities

share ideas confidently with others

support positivity the work of others

work cooperatively and productively with all members of the class in pairs, small groups and large groups

Junior Goal I Objectives

develop a sense of responsibility and commitment

develop the ability to initiate, organize and present a project within a given set of guidelines

develop the ability to interact effectively and constructively

in a group process

Theatre Studies Level II - Intermediate (Theatre History)

4 - recognize that drama exists in every culture

5 - recognize that "theatre is a mirror of society".

6 - show awareness of selected periods and playwrights

Senior Goal III Objectives

demonstrate recognition of and respect for excellence in drama and theatre

demonstrate the ability to assess critically the process and the art

explore various conventions and traditions of theatre

Orientation Drama 10

cope with success and failure in positive ways

demonstrate effective use and management of time

demonstrate self-discipline, self-direction and a sense of responsibility

listen to self and others

positively support the work of others

share ideas confidently

work cooperatively and productively

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Explore relationships between identity, place, culture, society, and belonging through the arts

GRADE 6 - ARTS - Reasoning and reflecting

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

GRADE 6 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art and explore artists' intent

GRADE 7 - ARTS - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

GRADE 7 - ARTS - Reasoning and reflecting

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

GRADE 7 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art

GRADE 8 - ARTS - Reasoning and reflecting

Reflect on works of art and creative processes to understand artists motivations and meanings

GRADE 8 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art

GRADE 10 - DRAMA - Reason and reflect

Describe, analyze, and respond using drama-specific

language

Examine the influences of social, cultural, historical, environmental, and personal context on drama

Reflect on dramatic experiences and how they relate to a specific place, time, and context

GRADE 11 - DRAMA - Reason and reflect

Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

Examine the influences of social, cultural, historical, environmental, and personal contexts on dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

Reflect on dramatic works and make connections with personal experiences

GRADE 12 - DRAMA - Reason and reflect

Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

Evaluate the social, cultural, historical, environmental, and personal contexts of dramatic works

Reflect on aesthetic experiences and how they relate to a specific place, time, and context

Reflect on dramatic works and make connections with personal experiences

Ontario, Canada

Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process

B.1.2 - analyse a variety of drama works to compare and assess how they explore universal themes and issues (e.g., compare and contrast the handling of similar themes in dramatizations of folk tales, myths, legends, personal stories, and/or Aboriginal tales)