

BROADWAY 101

A Comprehensive Study Guide
covering everything that is Broadway.

ABOUT THIS STUDY GUIDE

Introduction

The Broadway 101 study guide focuses on the collaborative nature of theater, examining various theater professions (e.g., producer, playwright, composer, lyricist, actor, directors, designer); spotlights notable historical or present-day figures throughout; and includes various student activities.

This guide is designed to be a quick, informative introduction to the world of Broadway theater that is compatible with whatever show a student group might be planning to see.

Broadway 101 offers many curricular connections. Below are the Grade 9 - 12 expectations and guidelines for the North Carolina State Board of Education Theater Arts Curriculum. Curriculum connections (e.g., standards and goals) between the North Carolina State Theater Arts Curriculum and this guide are highlighted in bold.

Curriculum Connections

The following list of *general connections* is no way meant to be exhaustive but does give some examples of the natural relationships between the arts and reading, writing, and mathematics.

Reading

- The approach to listening to a new piece of music is virtually identical to that used in reading a new story for the first time
- The process used to analyze dramatic text in theater arts closely parallels that used in English language arts to analyze any written work
- The analytical skills used in analyzing a reading passage are similar to those taught to view and analyze a painting, sculpture or other work of art

Writing

- The process used to write plays in theater arts is inherently the same as that used to teach writing in English language arts
- The writing skills needed to write a critique or analyze artwork in visual arts are the same as those required in English language arts
- The creation of choreography in dance follows very closely the procedure used to teach writing in English language arts

Mathematics

- The mathematical principles used in designing and constructing scenery in theater arts are the same as those used in geometry, algebra, and physics.
- The geometric shapes, proportions and relationships used in visual arts are those used in mathematics

Purpose of Theater Arts

Theater arts in the public schools teaches the basic life skills, thinking skills and personal qualities which:

- Develop an understanding of the ideas, attitudes, beliefs, and feelings of diverse people in different times throughout history as communicated through literature and Theater.
- Employ techniques for teaching and learning through developmental processes and activity-oriented methods.
- Promote higher level critical and creative thinking skills, problem recognition and problem solving, intuition, examination and implementation of conflict resolution, and the learning of reading, writing, math and other areas of the curriculum.
- Assist in focusing the emotions for controlled use, strengthening the imagination for creative self-expression, disciplining the voice and body for purposeful use, expanding intellectual horizons to include aesthetic awareness, developing self-discipline, and providing a basic understanding and critical appreciation of all the Theater arts.
- Involve making connections between Theater arts and other art forms, other curriculum areas, dramatic media, and the related use of technology including numbers and data.
- Provide an intense study of what playwrights seek to convey and how this is intensified through theatrical production, thus giving students insights into countless aspects of the diverse and changing world.
- Include the reading, viewing, listening, researching, writing, speaking, preparing to perform, performing, and directing of traditional and experimental theatrical forms, as well as, the accompanying aspects of technical production.
- Engage students in the creative process and the practical application of Theater techniques (such as observing, considering possibility, and communicating) which students can use in studying other areas of the curriculum and for life-long learning.
- Enable students to function and communicate more proficiently, work independently as a member of a team, to value the individual contributions of others, and to learn virtually any subject matter in a more dynamic way.

Strands

The following strands run throughout the Theater arts program and are guiding concepts for Theater arts study at every grade level and in each high school course. For the purposes of this study, they are listed and defined as follows:

- Perceiving - To become aware directly through any of the senses.
- Thinking - The act or practice of formulating in the brain; a way of reasoning, reflecting or judging.
- Comprehending - To mentally take in the meaning, nature or importance.
- Applying - To put into action or to adapt for a special use.
- Integrating - The process of combining or coordinating separate and diverse understandings, perceptions or information into a more complete understanding of something.
- Communicating - The art and technique of using effectively words, physical gestures or various types of technology to impart ideas, information or messages.
- Creating - To produce through artistic or imaginative effort.
- Analyzing - To separate into parts or basic principles so as to determine the nature of the whole.
- Critiquing - To review or discuss critically.

- Imitating (Kindergarten - grade 2) - To use or follow as a model the actions, appearance, mannerisms or speech of others.
- Presenting (grades 3 - 5) - To offer or share, usually in a classroom or informal Theater setting, a portrayal or other Theater work for consideration or display.
- Performing (grades 6 - 12) - To portray a role or skill before an audience in a formal or informal setting.

Grades 9 - 12 Theater Arts Curriculum For North Carolina

Students view and construct dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations. By creating, performing, analyzing, and critiquing dramatic performances, they develop a deeper understanding and acceptance of personal issues and a broader world-view that includes international issues. Since Theater in all its forms reflects and affects life, students should learn about representative dramatic texts and performances, the places of that work and those events in history, as well as the impact of those events on the past and present. In addition, students should make connections between what they learn in Theater arts with other curricular areas.

Students are encouraged to develop an appreciation and understanding of Theater in relationship to themselves, their community and other communication media; and as an art form, as a career possibility, as entertainment, and as a means to learn about, question, and celebrate life.

Strands: Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, and Performing

GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

GOAL 2: The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

GOAL 3: The learner will design and produce theater by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

GOAL 4: The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

GOAL 5: The learner will research by finding information to support informal or formal productions. (National Standard 5)

GOAL 6: The learner will compare and integrate art forms by analyzing traditional theater, dance, music, visual arts, and new art forms. (National Standard 6)

GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theater, film, television, and electronic media productions. (National Standard 7)

GOAL 8: The learner will understand context by analyzing the role of theater, film, television, and electronic media in the past and present. (National Standard 8)

Theater Arts - All Other High School Electives

Theater history, literature, criticism and theory are an inherent part of Theater arts study regardless of what aspect of Theater is being studied and should be evident in all Theater arts courses. Even if an elective course focuses on one specific aspect of Theater, the other aspects should be addressed and integrated into the study since the process of creating and producing Theater encompasses all of them and they are all inherently part of this collaborative art form. The emphasis for other elective courses may be on one or more of the following: playwriting, acting, directing, Theater criticism technical Theater, design, play production, researching Theater history, literature, criticism and/or theory.