

Mullica Township School District



Theater Curriculum PK - 8

Board Approved: 11/28/2018

Pacing Guide for Theater Instruction

Unit Title	Targeted Grade(s)	Time Frame	Notes
Fantasy and Reality	PK	1 trimester (12 weeks)	
Acting & the Stage	K-2	1 trimester (12 weeks) per grade	
Theater	3-5	1 trimester (12 weeks) per grade	
What is Drama?	6-8	10 weeks	Student choice
Theater History	6-8	10 weeks	Student choice
Creating Character to Perform for an Audience	6-8	10 weeks	Student choice
Technical Theater	6-8	10 weeks	Student choice

Content Area: Visual and Performing Arts	
Target Grade Level: Pre- K	
Unit Title: Fantasy & Reality	Time Frame: 1 Trimester
Unit Summary: This unit is designed to present students with an overview and understanding of pretend play.	

<p>Content Standards: This unit will assimilate the following 2014 NJCCCS:</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an Understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
1.3.P.C.1	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).
1.3.P.C.2	Use memory, imagination, creativity, and language to make up new roles and act them out.
1.3.P.C.3	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.
1.3.P.C.4	Differentiate between fantasy/pretend play and real events.
1.3.P.C.5	Sustain and extend dramatic play during dramatic play interactions (i.e. anticipate what will happen next).
1.3.P.C.6	Participate in and listen to stories and dramatic performances from a variety of

	cultures and times.
1.4.P.A.2	Describe feelings and reactions in response to diverse musical genres and styles.
1.4.P.A.3	Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.
1.4.P.A.4	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
1.4.P.A.5	Begin to demonstrate appropriate audience skills during creative movement and dance performances.
1.4.P.A.6	Begin to demonstrate appropriate audience skills during recordings and music performances.
1.4.P.A.7	Begin to demonstrate appropriate audience skills during storytelling and performances.

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Who is a mom, dad, firefighter, police officer, doctor, mechanic, etc.? • What is real? Fantasy? • What is the order of events in which something happens? (What comes next?) • How does a happy person act? Sad person? Mad person? Scared person? Excited person? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Different people play different roles in our lives. • A real story is one that can really happen. • Fantasy is a made up story from our imagination. • There is a certain order events must follow. • People act in a certain way depending on how they are feeling.
Unit Objectives:	Unit Objectives:

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Who the people are in our lives and community, how they help or relate to us, and why we need to know who they are. • That real is something that can actually happen and fantasy is pretend. • The order of events in a story • How to act depending on their mood. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Act out different roles during a play, skit, or role- playing • Make- up and/or tell a real story and a fantasy story using props • Tell a story in order • Use emotions to act-out how their “character” feels
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<p>Assessments:</p>	<p>Formative: observations, questioning free play Summative: videotaped role -play performance Alternative: charades Benchmark: sort (match emotions to pic), real vs. fantasy, place story pictures in order</p>
<p>Instructional Materials:</p>	<p>Short plays @ various levels Teacher created charade cards / posters Short realistic fiction stories Fables (ex: The Ant and the Grasshopper, The Tortoise and the Hare) Props</p>
<p>Modifications:</p>	<p>IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activity, creation of props, larger roles</p>
<p>21st Century Life & Careers CRP:</p>	<p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. CRP6. Demonstrate creativity and innovation.</p>

Technology:	8.1.P.A.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
Cross - curricular Standards:	0.3.P.A.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness. 0.1.P.A.1 Express individuality by making independent decisions about which materials to use. 0.1.P.A.3 Actively engage in activities and interactions with teachers and peers. 0.5.P.A.2 Engage in pretend play. RL.PK.2 With prompting and support, retell familiar stories or poems. RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. 9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

Content Area: Visual and Performing Arts	
Target Grade Level: K-2	
Unit Title: Acting & the Stage	Time Frame: 1 Trimester per grade level
Unit Summary: This unit is designed to present students with an overview and understanding of theatre.	

<p>Content Standards: This unit will assimilate the following 2014 NJCCCS:</p> <p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>

1.1.2.C.1	Identify basic elements of theatre and describe their use in a variety of theatrical performances.
1.1.2.C.2	Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
1.1.2.C.3	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
1.1.2.C.4	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
1.3.2.C.1	Portray characters when given specifics

	about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
1.3.2.C.2	Use voice and movement in solo, paired, and group pantomimes and improvisations.
1.3.2.C.3	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the basic elements of theatre? • What is a setting, costume, plot, theme,? • What are stage directions, areas of the stage, basic stage movements, and parts of a script? 	<p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • There are several basics elements of theatre. • Setting is where and when the story takes place, costumes are the clothes people where in a production, and plot
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<ul style="list-style-type: none"> • What are characters and how do actors portray them? • What are some theatrical elements? • What is voice and movement and how is it used in the theatre? • How is creative movement and personal space used in theatre? • What are some examples of exemplary works in theatre? • What are some differences between theatre performances? • How can imagination be used in creating a play or story? 	<p>and theme describe what the problem is within the performance and how it is solved.</p> <ul style="list-style-type: none"> • There are many different components of a theatrical performance including, but not limited to placement on the stage, script directions (cues), and movements. • Characters are the people, animals, or things in a performance or story. • Theatrical elements can be observed by watching multiple performances. • Voice and movement of a character can determine what the character is like. • Exemplary performances demonstrate quality work and effort, and they can be different. • Imagination is important in all performances.
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<p>Unit Objectives Students will know...</p> <ul style="list-style-type: none"> • The basic elements of theatre. • What a setting, costume, plot and theme are. • What stage directions, areas of the stage, basic stage movements, and parts of a script are. • How actors portray characters. • What theatrical elements are. • What voice and movements are and how they are used in theatre. • Exemplary works in the theatre. • Differences in performances. • How to use imagination to create a play or story. 	<p>Unit Objectives Students will be able to...</p> <ul style="list-style-type: none"> • Name the basic elements of theatre. • Explain the setting, costume, plot and theme of a story or play • Describe what stage directions, areas of the stage, basic stage movements, and parts of a script are • Demonstrate how actors portray characters. • List theatrical elements • Explain voice and movement and how they are used in theatre. • Give examples of exemplary works in the theatre. • Compare and contrast the differences in performances. • Use imagination to create a play or story.
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<p>Assessments:</p>	<p>Formative: observations, questioning, discussion, informal role play</p>
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	<p>Summative: creation of a short story, videotaped role -play performance Alternative:fishbowl discussion after viewing a performance Benchmark: pencil/paper, act out stage directions</p>
<p>Instructional Materials:</p>	<p>Short plays @ various levels (Ex: Peter Rabbit adapted for performance by grades K-2, “gentle” version of Chicken Little) Instructional videos: https://www.youtube.com/watch?v=uGxKZIOuOus https://www.youtube.com/watch?v=zhmcVVTs3ml Short performances: https://www.youtube.com/watch?v=QWwYt3O-MAo https://www.youtube.com/watch?v=z_7NSzJjvw4 Short fiction stories Teacher-created stage- direction cards Props</p>
<p>Modifications:</p>	<p>IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activity, creation of props, larger roles</p>
<p>21st Century Life & Careers CRP:</p>	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>

	CRP6. Demonstrate creativity and innovation.
Technology:	8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.
Cross - curricular Standards:	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Content Area: Visual and Performing Arts	
Target Grade Level: 3-5	
Unit Title: Theater	Time Frame: 1 Trimester per grade level
Unit Summary: This unit is designed to present students with an overview and understanding of theatre.	

<p>Content Standards - This unit will assimilate the following 2014 NJCCCS:</p> <p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an Understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
1.1.5.C.2.	Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus
1.1.5.C.3	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
1.1.5.C.4	Explain the function of sensory recall and apply it to character development.
1.3.5.C.1	Create original plays using script-writing formats that include stage directions and technical theatrical elements,

	demonstrating comprehension of the elements of theatre and story construction.
1.3.5.C.2	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the characteristics of a well-made play? • How do actors use their voice and stage 	<p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • There are many different characteristics of a well-made play.
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<p>presence to represent their characters?</p> <ul style="list-style-type: none"> • What are some ways theatrical elements can be used? • How does discipline-specific arts terminology help to categorize works of theatre? 	<ul style="list-style-type: none"> • They must interpret a script and determine how physical and vocal choices reflect an actor's characteristics. • Time, place, mood, and theme are created through the use of technical theatrical elements. • Sensory recall can develop a character. • Creating a play consists of writing scripts and includes theatrical elements and story construction. • Active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. • There is discipline-specific arts terminology used to categorize works. • There are evaluative tools such as rubrics for self- assessment and critique.
<p>Unit Objectives Students will know...</p> <ul style="list-style-type: none"> • There are many different characteristics of a well-made play. • How to interpret a script and determine how physical and vocal choices reflect an actor's characteristics. • That Time, place, mood, and theme are created through the use of technical theatrical elements. • Sensory recall can develop a character. • that creating a play consists of writing scripts and includes theatrical elements and story construction. • Active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. 	<p>Unit Objectives Students will be able to...</p> <ul style="list-style-type: none"> • Name the different characteristics of a well-made play. • Explain how to interpret a script and determine how physical and vocal choices reflect an actor's characteristics. • Develop and set the time, place, mood, and theme using technical theatrical elements. • Use sensory recall to develop a character. • create a play by writing a script and including theatrical elements and story construction. • Utilize active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus in scripted and improvised performances.

<p>Assessments:</p>	<p>Formative: observations, questioning, informal discussions, practice critiques Summative: Creation and performance of short play (group), typed critique of performances Alternative: students develop rubric for performance, choose a performance to watch and critique Benchmark: pre/post analysis and critique</p>
<p>Instructional Materials:</p>	<p>Leveled reading at readworks.org “The Process of Acting” Videotaped stage performances Short scripts @ various levels for analysis Rubrics for critiquing performances Props</p>
<p>Modifications:</p>	<p>IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activities, creation of props, scripts, and rubric, larger roles</p>
<p>21st Century Life & Careers CRP:</p>	<p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 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. CRP6. Demonstrate creativity and innovation.</p>
<p>Technology:</p>	<p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</p>

Cross - curricular Standards:

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Content Area: Visual and Performing Arts	
Target Grade Level: 6-8	
Unit Title: Unit 1 - What is Drama?	Time Frame: 10 Weeks
Unit Summary: Learning to improvise and interact with fellow performers are important skills for the student actor. This unit will demonstrate how simple concentration, a willingness to relax, and a better use of one's senses can make a more successful actor.	

Content Standards - This unit will assimilate the following 2014 NJCCCS: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
1.1.8.C.3.	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised

	performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
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<p>Unit Essential Questions</p> <p>How can I lose some of my fears and inhibitions about performing and avoid making a fool of myself in front of others?</p> <p>How can I develop my confidence in my ability to “think on my feet”?</p> <p>Is getting to know, trust and support fellow classmates more fully really important?</p> <p>What does “sensory awareness” have to do with acting?</p>	<p>Unit Enduring Understandings Students will understand that...</p> <p>Getting to know people around oneself and improving self-awareness is a critical component of theatre.</p> <p>Drama is both work and fun.</p> <p>Live theatre is a form of communication</p> <p>Successful performers develop and hone skills of higher level thinking and divergent ideas.</p>
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<p>Unit Objectives Students will know...</p> <p>About their 5 senses.</p> <p>How to stay in rhythm while listening and responding to cues</p> <p>How to use their bodies to indicate place</p> <p>How to interpret what they are seeing</p> <p>How to use their senses to identify unknowns.</p>	<p>Unit Objectives Students will be able to...</p> <p>Strengthen their awareness of their senses.</p> <p>Stay in rhythm to hear and respond on cue.</p> <p>Use their bodies to indicate place.</p> <p>Interpret what they are seeing. (As the audience)</p> <p>Use 4 of their 5 senses to identify unknown sounds, smells, etc.</p>
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<p>Assessments:</p>	<p>Formative: observations, exit tickets, self-evaluation</p> <p>Summative: pantomime, call and response performance</p> <p>Alternative: group collaboration - creating and performing a skit involving pantomime and call and response</p> <p>Benchmark: pre/post rubric based assessment</p>
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<p>Instructional Materials:</p>	<p>Drama Games for Classrooms and Workshops by Jessica Swale Acting One (Third Edition) by Robert Cohen Video Clips "Whose Line Is It Anyway?" Video Clip "Improvisation" from The Teaching Channel Leveled reading available at readworks.org "Profile of an Actor"</p>
<p>Modifications:</p>	<p>IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activities, creation of props, scripts, and rubric, larger roles</p>
<p>21st Century Life & Careers CRP:</p>	<p>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. CRP4. Communicate clearly and effectively and with reason CRP6. Demonstrate creativity and innovation.</p>
<p>Technology:</p>	
<p>Cross - curricular Standards:</p>	<p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Content Area: Visual and Performing Arts	
Target Grade Level: 6-8	
Unit Title: Unit 2 - Theater History	Time Frame: 10 Weeks
<p>Unit Summary: Learning about theater history broadens one's appreciation and understanding of the art of theater as a whole. This unit will introduce basic content knowledge about the Ancient Greek Theater, Roman Theater, and Shakespearean Theater, and how these have evolved to give us our current genres of performing: Dramatic plays, Comic plays, Musical Theater, and Children's Theater. Students will be exposed to playwrights from each era or genre and the significant contributions they have brought to the world of theater.</p>	

<p>Content Standards - This unit will assimilate the following 2014 NJCCCS: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater, and visual art.</p>	
1.2.8.A.1	Map historical innovations in theater that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of theater that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.

Unit Essential Questions	Unit Enduring Understandings
What are some events that primitive	Students will understand that... Theater History can be divided into 9

<p>people might have had to communicate with each other without the use of sophisticated language? Who are some people in history whose artistic actions "changed the world"? Does style of acting change with the time period? What major technical developments in history have had an effect on theater as we know it today?</p>	<p>eras from 2160 BCE to today. Knowledge of history contributes to the creation of a believable character. Events in one time period relate to and ultimately affect the next period in chronological order.</p>
<p>Unit Objectives Students will know...</p> <p>The historical eras of theater, the innovations that occurred along the way, and the major playwrights of the time How speech and body movements change depending on the historical time period Theater has evolved over time and this evolution is related to their own dramatical expression</p>	<p>Unit Objectives Students will be able to...</p> <p>Recognize historical eras, the innovations that occurred, and the playwrights who worked during that time. Demonstrate knowledge of historical style using speech and body movements Explore theatrical evolution between the past and the present and relate to their own dramatic expression</p>

<p>Assessments:</p>	<p>Formative: observations, exit tickets, discussion Summative: improvisational act based on historical time period Alternative: "historical" blog posts detailing a performance Benchmark: pre/post test matching the historical era, playwrights, and theatrical style</p>
<p>Instructional Materials:</p>	<p>"Our Town" Video Bickford Theater Production Fellini's "Romeo and Juliet" B'Way - The American Musical Theater History - 3 DVD's Readings: https://www.newhistorian.com/short-history-ancient-theatre/7244/ Lower level -</p>

	https://knowitall.org/series/history-theater
Modifications:	<p>IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements</p> <p>At-risk: teacher modeling, verbal/nonverbal cues, peer buddy</p> <p>504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements</p> <p>ELL: teacher modeling, nonverbal cues, alternative assessment</p> <p>Gifted: choice of activities</p>
21st Century Life & Careers CRP:	<p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP6. Demonstrate creativity and innovation.</p>
Technology:	8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). *see alternative assessment
Cross - curricular Standards:	<p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p> <p>6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>

Content Area: Visual and Performing Arts
Target Grade Level: 6-8
Unit Title: Unit 3 - Creating Character to Perform for an Audience Time Frame: 10 Weeks
Unit Summary: Using the body and voice, the experienced actor can become anyone he/she wants to be. By combining information, emotion, and personal style, the actor will interpret the character physically and vocally to an audience. Analyzing the character's voice and posture based on health, social status, job, situation, etc., and adding in vocal texture, pitch, volume, clarity, and intensity, the actor will communicate character to the audience, eliciting a physical and/or emotional response. Relying on other theatrical positions (director, costumer, makeup designer etc), for support, augments the performance.

Content Standards - This unit will assimilate the following 2014 NJCCCS: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and or presenting works of art in dance, music, theatre, and visual art. 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater, and visual art.	
1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back -of - house members of a theater company.
1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance,

	music, theater, and visual art.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theater, and visual art.

<p>Unit Essential Questions</p> <p>Can one really communicate and convey meaning without talking? How does observation help an actor create a role? Why are vocal pitch, rate, volume, and tone important to an actor? Why are physical and vocal warm-ups important to an actor? Who is responsible for all the jobs that need to be done when creating a show?</p>	<p>Unit Enduring Understandings Students will understand that...</p> <p>Actors must recognize the importance of observation as a tool to create and develop a character. There are different acting areas and positions of a proscenium arch stage. Actors must continually hone physical and vocal skills in order to effectively portray a character. Actors must accept criticism as a means of improving their performance. Observing another actor's performance as an audience member can help one grow as a performer.</p>
<p>Unit Objectives Students will know...</p> <p>Production terminology Oral interpretation skills How to articulate correctly How to project their voice How to alter their physical appearance to convey the age of a character How to improve their physical conditioning for performances How to give constructive criticism</p>	<p>Unit Objectives Students will be able to...</p> <p>Use production terminology correctly Practice oral interpretation skills Improve articulation using the tongue, lips and teeth Practice proper breathing techniques to project their voice beyond the first row Alter their physical characteristics to convey the age of a character other than their own age Improve their physical condition by stretching and exercising Practice the use of constructive criticism</p>

<p>Assessments:</p>	<p>Formative: observations, exit tickets, discussion Summative: paper/pencil (terminology), use a rubric to assess the student's ability to perform the other objectives Alternative: create (and dress) a character, critique of a class performance Benchmark: pre/post assessment on objectives</p>
<p>Instructional Materials:</p>	<p>Creative Ideas for Writing and Drama (Teacher Resource Book) Gordon Porterfield At Play - Teaching Teenagers Theater by Elizabeth Swados Theater in the Secondary School Classroom by Jim A. Patterson The Monologue Audition Video by Karen Kohlhaas Children's stories at various levels to perform on oral interpretation</p>
<p>Modifications:</p>	<p>IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activities, higher level stories</p>
<p>21st Century Life & Careers CRP:</p>	<p>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. CRP4. Communicate clearly and effectively and with reason CRP6. Demonstrate creativity and innovation.</p>
<p>Technology:</p>	

Cross - curricular Standards:

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Content Area: Visual and Performing Arts	
Target Grade Level: 6-8	
Unit Title: Unit 4 - Technical Theater	Time Frame: 10 Weeks
Unit Summary: This unit is an overview of technical theater and the vocabulary that supports it, both from an actor and technician's point of view. Materials used to create sets and props, as well as building costumes and applying make-up will be demonstrated, discussed and performed in final scenes.	

Content Standards - This unit will assimilate the following 2014 NJCCCS: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts. 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and or presenting works of art in dance, music, theatre, and visual art. 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theater, and visual art.	
1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back -of - house members of a theater company.
1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theater, and visual art.

Unit Essential Questions	Unit Enduring Understandings Students will understand that...
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<p>What are the correct names for the parts of the stage? How do all the elements come together to create a successful show? What is the "chain of command" in a theatrical production? Do technical aspects help create mood? What are design elements, and who determines them? How does stage lighting "make or break" a show? What is important technical "lingo" for lights, sound, costumes, and props?</p>	<p>Exposure to the various jobs in theater and knowing who is responsible for what will help make a good production. There are methods and theories in each discipline that need to be applied correctly for success. The technical aspects of any production is a major component of any successful performance. Students will recognize the importance of technical aspects of any production.</p>
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<p>Unit Objectives Students will know...</p> <p>The correct names for the parts of the stage The chain of command in a theatrical production The capabilities of the light board How light and sound cues appear in a script How costumes can create character That props can make or break a scene How to read a ground script</p>	<p>Unit Objectives Students will be able to...</p> <p>Learn the capabilities of the computerized light board Identify specific light/sound cues in a script. Understand how costumes can create character See how props can "make or break" a scene Practice reading a ground plan</p>
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<p>Assessments:</p>	<p>Formative: observations, exit tickets, discussion, presentations Summative: technical theater PBL, analysis of script set up Alternative: written critiques, draw and design costumes, create a ground plan for a given play Benchmark: pre/post assessment on objectives</p>
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<p>Instructional Materials:</p>	<p>Technical Theater for Non- technical People by Drew Campbell The Perfect Stage Crew by John Kaluta</p>
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	<p>Fundamentals of Theatrical Design by Karen Brewster</p> <p>Introduction to Theatre Arts teacher's Guide by Suzi Zimmerman</p> <p>Drama Games for Kids by Denver Casado</p>
<p>Modifications:</p>	<p>IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements</p> <p>At-risk: teacher modeling, verbal/nonverbal cues, peer buddy</p> <p>504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements</p> <p>ELL: teacher modeling, nonverbal cues, alternative assessment</p> <p>Gifted: choice of activities, higher level scripts</p>
<p>21st Century Life & Careers CRP:</p>	<p>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.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p>Technology:</p>	<p>8.1.8.A.1 Understand and use technology systems.</p>
<p>Cross - curricular Standards:</p>	<p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

	<p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>
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