

Summit Public Schools
Summit, New Jersey
Grade Level: 6-7 / Content Area: Drama (Cycle)

Overview:

Drama is a nine week course for sixth and seventh grade students. Per school policy, all students must go through one quarter of Drama prior to completing seventh grade. This introductory course touches on five main topics: improvisation, scripted performance, theater history, theater design, and theater criticism. Each area receives roughly seven to ten classes of focus in order for students to gain a basic understanding of all five areas pertaining to the subject and culminates in a single assessment. Each student should be able to find one topic that resonates with them within the structure of the class, thus creating a deeper connection with theater overall. The goal of Drama is to help students generate an appreciation and understanding as to why it is important to learn about theater and why others enjoy it. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.

Unit 1: Improvisation

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will be able to demonstrate the fundamentals of improvisation performance, including the Rule of Agreement and working as an ensemble, as demonstrated by the completion of full group and small group improv games for assessment.
- Students will be able to explain why improvisation teaches important life skills and is useful outside of performance as demonstrated by class discussion and their Artist' Journal Entries.
- Students will be able to work comfortably with their entire class in order to create an ensemble atmosphere moving forward as demonstrated by full and small group improv games, the student created company contract, and in class discussion after each game.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- Why is improvisation important to learn about for everyday life?
- What skills does improvisation provide us with for non-performance situations?
- How does working as an ensemble benefit a performance?
- Why is the Rule of Agreement the backbone of all improvisation?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand how to use improvisation skills to better their outlook and approach to everyday life problems.
- Students will understand how to adapt quickly to new scenarios both performative and in everyday life.
- Students will understand how to trust and support others' opinions in order to gain the same from the people they are working with, creating a cooperative and productive work environment.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

Lessons

Lesson 1: Welcome!

- Fill out Artist Journal Entry 1
- Review syllabus
- Introduction of the teacher
- Work on Company Member Bios

Lesson 2:

- Finish Company Member Bios
- Introduce the Company Contract
- Student contract rule proposals
- Finalized Company Contract

Lesson 3:

- Review and sign Company Contracts
- Artist Journal Entry 2

<p>1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.</p> <p>1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.</p> <p>1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work</p> <p>1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Introduce improvisation ● Review the Rules of Improv document ● (Warmup) Improv Game 1: Word Association <p>Lesson 4:</p> <ul style="list-style-type: none"> ● Warmup Improv Game 1: Word Association ● Warmup Improv Game 2: One Word Story ● Improv Game 3: Yes, And... ● Improv Game 4: Park Bench <p>Lesson 5:</p> <ul style="list-style-type: none"> ● Warmup Improv Game ● Improv Game 5: 3 Line Scenes ● Improv Game 6: Freeze <p>Lesson 6:</p> <ul style="list-style-type: none"> ● Warmup Improv Game ● Improv Game 3: Yes, And... ● Improv Game 4: 3 Line Scenes ● Improv Game 5 or 6: Freeze or Park Bench <p>Lesson 7:</p> <ul style="list-style-type: none"> ● Review Grading Checklist for Improv Performance Assessment ● Warmup Improv Game ● Improv Game 3: Yes, And... ● Improv Game 5: 3 Line Scenes ● Email selected Game and Partner Options to Ms. Cicchino <p>Lesson 8: Practice Assessment</p> <ul style="list-style-type: none"> ● Warmup Improv Game ● Improv Game 3: Yes, And... ● Improv Game 5: 3 Line Scenes ● Bonus Point - Rules of Improv Kahoot <p>Lesson 9: Assessment</p> <ul style="list-style-type: none"> ● Warmup Improv Game ● Improv Performance Assessment: Yes, And... and 3 Line Scenes ● Artist Journal Entry 3
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA - Public speaking and storytelling <p>Technology Integration</p> <ul style="list-style-type: none"> ● Kahoot ● Google Docs (vocabulary sheet and Artist Journal 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Company member bios ● Company Contract ● Artist Journal Entry 1 ● Artist Journal Entry 2 ● Bonus Point Kahoot - Rules of Improvisation

- Entry)
- Google Classroom
- Youtube

Media Literacy Integration

- Youtube videos, google images, and other media representations of the topic to help students connect and understand the material.

Global Perspectives

- Leadership
- Teamwork
- Listening
- Problem solving

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
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- In class games (measuring individual growth over time)
- Class Discussion

Summative Assessments, Projects, and Celebrations:

- Improv Performance Assessment
- Artist Journal Entry 3

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

- Recommended Texts to Support Unit:
- Truth in Comedy* by Charna Halpern and Del Close

Unit 2: Scripted Performance

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will be able to explain the process of tablework that actors go through as demonstrated by identifying objective, obstacle, other, and tactics in media.
- Students will be able to use key vocabulary to create a motivated and cohesive performance as demonstrated by their scripted performance projects.
- Students will be able to acknowledge the work that goes into being an actor as demonstrated through discussion, individual work, and performance experience.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What are the basic elements that create an engaging performance?
- Why is it important to know what your objective is *and* what your obstacle is?
- What changes in your performance when you change the other you are talking to?
- Why is it important to use more than one tactic in a performance?
- What kind of work does an actor have to do in order to create a three dimensional performance?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand the work that goes into acting as opposed to feeling it is just people talking.
- Students will understand how to use key acting vocabulary in order to explain their thoughts and opinions on a performance.
- Students will understand the importance of knowing their objective, other, obstacle, and tactics in a performance setting and why it influences how strong or poorly an actor is perceived.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and

Lessons

Lesson 1:

- Class Discussion: What does an actor have to do when they have a script?
- Review Acting Terms vocabulary document
- Pop Culture Examples of Objective, Other, and Obstacle

Lesson 2:

- Continue Pop Culture Examples of Objective, Other and Obstacle
- Bonus Points - Acting Terms Kahoot

Lesson 3:

- Introduce Scripted Performance Projects
- Review and Select Yelp Reviews
- Scripted Performance Worksheet - Select Objective and Other

responsibilities in preparing or devising theatre.

1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Lesson 4:

- Introduce Tactic List
- Play the Tactics Game
- Scripted Performance Worksheet cont. - Select 3-5 Tactics, Put tactics into your piece
- Review Power Words
- Scripted Performance Worksheet cont. - Select one power word in every sentence

Lesson 5:

- Review Grading Checklist for Scripted Performance Projects
- Review memorization techniques
- Practice Scripted Performance Projects with a Partner
- Complete Scripted Performance Worksheets

Lesson 6: *Practice Assessment*

- Individually coaching sessions for Scripted Performance Projects

Lesson 7: *Assessment*

- Warmup Game
- Final Review of Scripted Performance Project with a Partner
- Scripted Performance Projects Performance
- Artist Journal Entry

Differentiation

Interdisciplinary Connections

- ELA - Storytelling, Character development, Creative writing, Story interpretation and evidence in supporting it

Assessments

Formative Assessments:

- Bonus Point Kahoot - Acting Terms
- Practice performance workshop
- In class discussion of examples from modern film and theater

Technology Integration

- Kahoot
- Google Docs
- Youtube
- Google Classroom

Media Literacy Integration

- Youtube Clips, Google Images, and other contemporary visual connections to assist in the connection and understanding students have in the material,

Global Perspectives

- Empathy
- Critical Thinking
- Social Analysis

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Summative Assessments, Projects, and Celebrations:

- Scripted Performance Project Worksheet
- Scripted Performance Project Performances
- Artist Journal Entry 4

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- *Respect for Acting* by Uta Hagen
- *Great Acting Teachers and Their Methods* by Richard Brestoff

Unit 3: Theater History

Big Ideas: Course Objectives/ Content Statement(s)

- Students will be able to recognize how the history of theater mirrors the emotional history of the world learned in social studies classes as demonstrated by in class discussion.
- Students will be able to identify important era of theater history and identify their major qualities and influences as demonstrated by in class kahoots, verbal quizzes, and written quizzes.
- Students will be able to communicate a favorite and least era of theater and support it with evidence as demonstrated by in class discussion and artist journal entries.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How does the history of theater reflect the history of the world as learned in social studies classes?
- Why does knowing the history of theater help better understand the people of the past?
- How does knowing the history of theater influence theater and storytelling today?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand how the emotional history of the dominant culture impacted the evolution of theater.
- Students will understand how the history of theater is intertwined with the history of the world, in this case from a Western perspective.
- Students will understand that there are multiple forms of theater from multiple cultures that are representative of them and their experiences.
- Students will understand how theater has changed and developed to what we understand it to be now over time.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work

1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.

1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.

Lessons

Lesson 1:

- Greek Theater

Lesson 2:

- Roman Theater
- Liturgical Theater
- Medieval Theater

Lesson 3:

- Renaissance Part 1: Before the Bard
- Start Renaissance Part 2: Shakespeare

Lesson 4:

- Finish Renaissance Part 2: Shakespeare

Lesson 5:

- Review quiz format

<p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Identify locations of important google slides and documents for the open-notes quiz ● Bonus Points Kahoot - Theater History ● Finalize notes and study guides <p>Lesson 6: Assessment</p> <ul style="list-style-type: none"> ● Open Notes Theater History Quiz ● Artist Journal Entry 4 <p>Lesson 7: Brain Break</p> <ul style="list-style-type: none"> ● Watch Broadway or Bust
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA: Storytelling styles and how they have changed and remained the same over time. ● Social Studies: World history of Western cultures and how they are related to and influenced the development of theater. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Youtube ● Google Docs ● Google Slides ● Kahoot ● Google Classroom <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Youtube videos, google images, and other contemporary and historical visuals to help students connect with and understand the material. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Theater History Review Kahoot ● Theater History Notes/Study Guide Assignment ● Daily Class Review Questions ● Class Discussion <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> ● Open Notes Theater History Quiz ● Artist Journal Entry 5

Global Perspectives

- Global Perspective
- Historical Understanding
- Critical Thinking
- Cross Topic Connections

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

- *History of the Theater* by Oscar Gross Brockett
- *Crash Course Theater* Youtube Playlist
- *Oedipus Rex* by Sophocles
- *Lysistrata* by Euripides
- *The Servant of Two Masters* by Carlo Goldoni
- *Richard III* by William Shakespeare
- *Romeo and Juliet* by William Shakespeare
- *King Lear* by William Shakespeare
- *Macbeth* by William Shakespeare
- *A Midsummer Night's Dream* by William Shakespeare
- *Twelfth Night* by William Shakespeare

Unit 4: Theater Design

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will be able to identify the six areas of theater design (set, props, costumes, hair and makeup, sound, and lighting) as demonstrated by assessment on the vocabulary, in class discussion, and application in the Design Concept Board projects.
- Students will be able to explain how each area of theater design impacts the telling and audience understanding of a story as demonstrated by in class discussion on real world examples and application of the Design Concept Board project.
- Students will be able to use each area of theater design as demonstrated by the Design Concept Board project.
- Students will be able to defend why theater design is integral to the theater process as demonstrated by in class discussion and Artist Journal Entry 6.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- Why do the main theater design areas matter as much as acting in the medium of theater storytelling?
- How does each area of theater design impact an audience's understanding of a production?
- What makes each area of theater design important to the storytelling process?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand the defining qualities of each area of theater design.
- Students will understand why theater designers are equally important as actors in a production.
- Students will understand how to use theater design as a form of creative expression.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.

1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work

1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.

1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.

Lessons

Lesson 1:

- Class Discussion - What jobs do people do backstage and why might they be important?
- Theater Technology Slides Part 1

Lesson 2:

- Theater Technology Slides Part 2
- Shrek the Musical Designer Videos

Lesson 3:

- Class Discussion - What area do you find most important to the telling of a story on stage and why?
- Creating a Fairytale Design Part 1: Classic Fairytale Setting
- Creating a Fairytale Design Part 2: Contemporary Setting

Lesson 4:

<p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Bonus Points - Theater Technology Kahoot ● Introduce Design Concept Boards <p>Lesson 5:</p> <ul style="list-style-type: none"> ● Design Concept Boards Day 1: Costume/Hair and Makeup <p>Lesson 6:</p> <ul style="list-style-type: none"> ● Design Concept Boards Day 2: Props/Set and Lights/Sound <p>Lesson 7:</p> <ul style="list-style-type: none"> ● Design Concept Boards Day 3: Finish the Boards <p>Lesson 8: <i>Assessment</i></p> <ul style="list-style-type: none"> ● Design Concept Board Presentation ● Class Discussion- What three designs would we want to move forward with if we were producing a theater season? ● Class Vote on Top 3 ● Artist Journal Entry 5
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA - Storytelling, Defining concept/world building/theme/character. ● Shop/Woodworking - Scenic Construction, Using construction as a means of artistic storytelling and expression. ● Art - Scenic/Props/Lightings, Using color and texture as a means of artistic storytelling and expression. ● Robotics/Tech - Lighting/Sound, Programing and the important use of computers in artistic storytelling and expression. ● Music - Using songs and music in sound design to impress a desired emotional response on an audience. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Google Slides ● Kahoot 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Bonus Point Kahoot - Theater Technology ● In class discussion of theater design used in film and theater <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> ● Design Concept Boards ● Artist Journal Entry 6

- Youtube
- Google Docs
- Google Classroom

Media Literacy Integration

- Youtube videos, clips from professional theater productions, google images, and other media to help students connect with and understand the material.

Global Perspectives

- Creative thinking
- Analysis
- Public Speaking

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
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Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

- N/A

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will be able to articulate a supported opinion about a work of theater using key vocabulary and referencing areas of performance and as demonstrated by their written reviews of *Shrek the Musical*.
- Students will be able to identify the qualities that objectively and subjectively make a production “good” or “bad” in their own opinion as demonstrated by in class discussion and their reviews of *Shrek the Musical*.
- Students will be able to identify the major areas of Freytag’s pyramid as demonstrated by student performance on the Freytag’s Pyramid Kahoot, small group discussion, and full group discussion.

Essential Questions*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- Why is Freytag’s Pyramid important to understanding storytelling?
- Is art subjective or objective?
- What gives art value?
- How can a review change a reader or listener's opinion on a production before they have seen a show?
- What must a reviewer understand before writing a review of a theatrical production?

Enduring Understandings*What will students understand about the big ideas?*

- Students will understand that reviews are unique in that they are completely based in subjectivity as *art* is subjective.
- Students will understand how to use their prior knowledge from the class to serve as educated theater reviewers.
- Students will understand how to craft a persuasive review of a piece of theater by making connections to past units
- Students will understand how Freytag’s Pyramid helps identify storytelling strengths, weaknesses, and other aspects.

**Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)****Students will:**

1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.

1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

Lessons**Lesson 1:**

- Discussion - What are the Different Parts of a Story?
- Freytag’s Pyramid
- Example Freytag’s Pyramid (Little Red Riding Hood)
- Group Work - Complete Freytag’s Pyramid for Fairytales

Lesson 2:

- Bonus Points - Freytag’s Pyramid Kahoot
- Review the What is a Review? document

Lesson 3:

- Shrek: The Musical Day 1

Lesson 4:

1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- Shrek: The Musical Day 2

Lesson 5:

- Shrek: The Musical Day 3

Lesson 6:

- Bonus Points - Shrek: The Musical Kahoot
- Group Work - Create Freytag's Pyramid for Shrek: The Musical
- Create final Freytag's Pyramid for Shrek: The Musical

Lesson 7:

- Shrek: From Swamp to Stage videos about the actors
- Discussion - Favorite and least favorite characters, Favorite and least favorite technical elements
- Introduce Shrek: The Musical Reviews

Lesson 8:

- Write the Intro Paragraph for Shrek: The Musical Reviews
- Discuss pros and cons of different actors in the musical with examples from the show
- Write the Acting Paragraph for Shrek: The Musical Reviews
- Share the two actors picked by each person and why

Lesson 9:

- Discuss pros and cons of different technical elements with examples from the show
- Write the Theater Technology Paragraph for Shrek: The Musical Reviews
- Share the two technical elements by each person and why
- Write the Closing Paragraph for Shrek: The Musical Reviews

Lesson 10:

- Work Session for Shrek the Musical Reviews
- Peer Reviews 1 for Shrek: The Musical Reviews
- Peer Review 2 for Shrek: The Musical Reviews

Lesson 11: Assessment

- Shrek the Musical Reviews Final Work Session
- Artist Journal Entry 7
- Discuss Overall Experience

Lesson 12: BONUS DAY

- Movie Musical Viewing Party

Lesson 13: BONUS DAY

- Movie Musical Viewing Party

Differentiation	Assessments																					
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none">● ELA - Freytag’s Pyramid, Storytelling, Using evidence to support an opinion, Persuasive writing● Social Studies - Using evidence to support and opinion, Historical importance of reviews to theater● Science - Using evidence to support and opinion <p>Technology Integration</p> <ul style="list-style-type: none">● Youtube● Streaming Services (personal accounts)● Google Docs● Kahoot● Websites <p>Media Literacy Integration</p> <ul style="list-style-type: none">● Youtube and other streaming services with the use of real reviews found on varying websites to help students make connections with the material. <p>Global Perspectives</p> <ul style="list-style-type: none">● Persuasive Writing● Creating a Fully Developed Opinion● Finding Evidence to Support Opinions● Debate (or the ability to defend an opinion)● Subjectivity vs. Objectivity	<p>Formative Assessments:</p> <ul style="list-style-type: none">● Bonus Point Kahoot - Freytag’s Pyramid● Bonus Point Kahoot - <i>Shrek the Musical</i>● Small Group Freytag’s Pyramid Work● Group Reflection on <i>Shrek the Musical</i>● Class Discussion● <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none">● <i>Shrek the Musical</i> Reviews● Artist Journal Entry 7																					
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Newspapers																				
Physical activities	Number lines	Internet / Software support																		
Videos & Film		In the home language																		
Broadcasts		With mentors																		
Models & Figures																				
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Recommended Texts to Support Unit:

- *How to Write About Theater* by Mark Fisher