Summit Public Schools
Summit, New Jersey

Lawton C. Johnson Summit Middle School
Grades 6-7 / Drama Curriculum
Length of Course: 9 Weeks

Course Description:

Drama is a nine-week course that serves as an introduction to the fundamentals of play production and technical theater. The course will offer exposure to a variety of theatrical texts, both contemporary and historical. In this course, students will explore and put into action the resources of human thought, feeling, and behavior that are brought to bear in the performance of a role, trace the development of theatre throughout history, examine and apply technical methodology (e.g., lights, props, costumes, set) to scene performances, and begin to analyze and critique a variety of theatrical performances. The student will develop physical, vocal, and analytical skills used in developing characters as well as performing and critiquing performances. Students will also be introduced to potential career opportunities in theater as well as a life-long appreciation and understanding of the art of theatre.

Unit 1: Introduction to Drama

Anchor Standard(s) for Visual and Performing Arts

- **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.

Big Ideas:
- Differentiate between drama and theatre.
- Adjust to feeling comfortable performing in front of the class while developing access to senses, emotions, and use of space.
- Take risks during the creative process without a fear of "failure."
- Utilize the elements of drama and theatre for communication purposes in both practical and performance contexts.
- Establish trust with classmates by establishing norms for behavior and performance.

Essential Questions	Enduring Understandings
1. What is drama? How is it connected to theatre? 2. How can I lose some of my fears and inhibitions about performing? 3. How is drama a form of communication? How can the skills gained in this course apply in a variety of settings? 4. How can team building activities help me get to know and trust my classmates? 5. How can we, as a class, create a safe, creative environment for performance? 6. What does "sensory awareness" have to do with acting? How can we activate our senses and emotions to build characters and create realistic scripted and improvised scenes?	*What will students understand about the big ideas?* **Students will understand that…** ● drama and theatre, while often used synonymously, have two distinct meanings. ● by participating in low-risk performance activities one can become more confident in their ability to perform without fear of "failure." ● drama and theatre are used as forms of communication across cultures throughout the world both in practical and performance contexts. ● getting to know people and improving self-awareness is a critical component of theatre. ● we must build a safe, creative environment by establishing class norms for behavior and performance. ● activating our senses and becoming aware of our emotions while acting helps build characters and create realistic scripted and improvised scenes.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: ● **NJCCCSVPA.1.1.8.C.3:** Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume. ● **NJCCCSVPA.1.3.8.C.2:** Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility. **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.	**Instructional Focus:** ● Distinguish qualities of drama and theatre. ● Participate in team building activities to create confidence and reduce fear of "failure." ● Identify drama and theatre as universal forms of communication in both practical and performance contexts. ● Become more self-aware and, in so doing, establish an environment of trust with other students through class created norms for behavior and performance. ● Understand and apply sensory, emotional, and bodily awareness in scripted and improvised performance. **Sample Assessments, Projects, & Post Assessments:** ● Formative Assessment(s): Teacher Observations, Class/Small Group/Partner Discussions and Critiques ● Self-Assessment(s): Individual Goal Setting for Improvement, Performance Rubric ● Summative Assessment(s): Self-Selected Story Performance **Instructional Strategies:** ● Whole Class Mini-Lessons ● Class/Small Group/Partner Discussions ● Kinesthetic Team Building & Performance Activities (e.g., icebreakers, sensory awareness, improvisation) ● Self-Selected Review Activities (e.g., individual or partner) **Interdisciplinary Connections:** ● English Language Arts: Emphasis on character development, setting, parts of a story (e.g., exposition, rising action, climax, falling action, resolution). ● English Language Arts/Social Studies: Application of public speaking techniques (e.g., vocals, breathing, eye contact). **Technology Integration:** ● GSuite ● Kahoot ● Model Improvisation Techniques through Film (e.g., *Who's Line is it Anyway*)

Media Literacy Integration:
- YouTube, memes, musical theatre clips, and other contemporary visual connections are utilized throughout the unit.

Global Perspectives:
- How can skills learned in drama apply to contexts outside of the classroom (e.g., job interview, public speaking)?

Special Education Modifications/Resources on an As Needed Basis:
- Modified Graphic Organizers
- Modified Study Guides and Assessments
- Frequent Teacher-Student Conferencing

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	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accomodations	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

Unit 2: Character Development

Anchor Standard(s) for Visual and Performing Arts
● **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.

Big Ideas:
- Utilize the body and voice to access one's own senses and emotions to interpret a character for performance for an audience.
- Identify stage directions based on the proscenium arch stage model and decide how to use space for maximum scene effectiveness.
- Score a script including but not limited to notes for beats, action words, and blocking.
- Create a character's voice and posture based on a variety of factors such as health, status, and situation. Consider performance elements such as diction, vocal texture, pitch, volume, clarity, tone, and intensity.
- Differentiate between qualities of improvisation and scripted monologue performances and be able to assess and offer self and peer critique.
- Explore professional acting styles to develop characters for memorized monologue performances.

Essential Questions	Enduring Understandings
1. How can one communicate and convey meaning without talking? How can facial expressions, gestures, and movement help build a character? 2. What is blocking? How can one utilize proscenium arch stage directions to emphasize meaning in a scene? 3. How is a script scored? How are notes recorded for beats, action words, and blocking? 4. How can one manipulate their voice to create a character in performance? How can vocal warmups prepare an actor for performance? Why are considerations of diction, vocal texture, pitch, volume, clarity, tone, and intensity important? 5. What different styles of acting exist? How can these techniques affect an actor's interpretation of a character? 6. How does a prepared, memorized monologue differ from an improvised scene? What performance skills overlap or differ in these activities? How can one offer self and peer critique?	*What will students understand about the big ideas?* Students will understand that… ● one can communicate and convey meaning by utilizing facial expressions, gestures, and movement to build a character. ● blocking is the staging of actor(s) in a performance which help emphasize meaning; proscenium arch stage directions are used to identify and record this movement during the rehearsal process. ● scoring a script prepares one for performance by deciding in advance the beats, action words, and blocking. ● the manipulation of one's voice in warmups and rehearsal can add to their character development through the use of diction, vocal texture, pitch, volume, clarity, tone, and intensity in performance. ● different styles of acting have been developed over time and can be used to approach interpreting characters in a variety of ways. ● a prepared, memorized monologue differs from an improvised scene but can utilize similar skills that can be self and peer critiqued.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

Students will:
- **NJCCCSVPA.1.1.8.C.2:** Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- **NJCCCSVPA.1.3.8.C.1:** Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues.

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.

Instructional Focus:
- Communicate and convey meaning by utilizing facial expressions, gestures, and movement to build a character.
- Understand blocking and the use of stage directions to emphasize meaning in performance.
- Practice scoring a script and rehearse using notes; adjust as needed.
- Practice varying one's voice to develop character through the use of diction, vocal texture, pitch, volume, clarity, tone, and intensity in performance.
- Learn about different styles of acting that have been developed over time and can be used to approach character development.
- Prepare a memorized monologue for performance while building on improvisation performance skills and critique one's own performance in addition to their peers.

Sample Assessments, Projects, & Post Assessments:
- Formative Assessment(s): Teacher Observations, Class/Small Group/Partner Discussions and Critiques, Vocabulary Check-Ins, Monologue Self-Video and Peer Feedback
- Self-Assessment(s): Individual Goal Setting for Improvement, Performance Rubric
- Summative Assessment(s): Stage Direction & Acting Techniques Quiz, Monologue Performance with Scored Script

Instructional Strategies:
- Whole Class Mini-Lessons (e.g., model monologue performances)
- Class/Small Group/Partner Discussions
- Kinesthetic Activities (e.g., improvisation, sensory and emotional awareness, character development)
- Self-Selected Review Activities (e.g., individual or partner)

Interdisciplinary Connections:
- English Language Arts: What context clues can one use to understand and make predictions about a character? How can one offer critique constructively?

Technology Integration:
- GSuite

	● Kahoot
	● Seesaw
	● Model Acting & Blocking/Staging Techniques through Film (e.g., Meisner Technique)
	Media Literacy Integration:
	● YouTube, memes, musical theatre clips, and other contemporary visual connections are utilized throughout the unit.
	Global Perspectives:
	● How can delivering a prepared individual address to audience be a skill used in the future? How might voice manipulation, posture, facial expressions, gestures, and blocking assist in making an effective address?

Special Education Modifications/Resources on an As Needed Basis:
- Modified Graphic Organizers
- Modified Study Guides and Assessments
- Frequent Conferencing

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	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors

Models & Figures		

Intervention Strategies		
Accomodations	**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

Unit 3: Theatre History

Anchor Standard(s) for Visual and Performing Arts

- **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.
- **1.2 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, theatre, and visual art.

Big Ideas:
- Establish appreciation of theatre as an art reflective of people's respective cultures and values.
- Identify basic content knowledge about Ancient Greek, Roman, Medieval, Renaissance, Elizabethan, Restoration, North American, Japanese and other eastern theatre styles and how they have inspired current performance genres.
- Explore representative playwrights and plays from major theatre history eras and/or genres and identify qualities that align them with said era and/or genre.
- Research an era of theatre history deeply then communicate one's knowledge clearly and succinctly through a presentation.

Essential Questions	Enduring Understandings
1. Why can theatre be considered an art? How can it reflect the society which creates it? How have technological advancements played a part in how and why theatre is created? 2. How can theatre history be divided into eras? How is each era distinct in terms of how cultural norms and values have affected the spectacle, characters, conflicts, and themes of theatre? How do people and/or events in one time period relate to and ultimately affect the next period? 3. How are western and eastern theatrical traditions similar and/or different? What cultural elements influence the differences? 4. Why do certain playwrights and plays stand the test of time? What qualities do these people and/or works exhibit? 5. Why is research a vital component of theatre? How can performance skills be applied to presentations?	*What will students understand about the big ideas?* Students will understand that… - theatre can be considered an art reflective of the society by which it is created. - technological advancements have evolved along with society and have affected theatre in a variety of ways. - theatre history can be divided into distinct eras defined by society's use of spectacle, characters, conflicts, and themes to present cultural norms and values. - people and/or events in one time period relate to and ultimately affect the next period. - western and eastern theatrical traditions differ culturally but also share some theatrical conventions. - certain playwrights and plays stand the test of time due to a variety of factors such as point of view and theme. - research is a vital component of theatre and can be communicated using performance skills such as diction, projection, facial expression, and gesturing.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: - **NJCCCSVPA.1.1.8.C.1:** Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history. - **NJCCCSVPA.1.2.8.A.2:** Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. - **NJCCCSVPA.1.2.8.A.3:** The arts reflect cultural mores and personal aesthetics throughout the ages. - **NJCCCSVPA.1.4.8.A.1:** Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts. - **NJCCCSVPA.1.4.8.A.2:** Art may be used for utilitarian and non-utilitarian purposes. - **NJCCCSVPA.1.4.8.A.3:** Performance technique in dance, music, theatre, and visual art varies according to historical era and genre. - **NJCCCSVPA.1.4.8.B.1:** Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form. - **NJCCCSVPA.1.4.8.B.2:** Visual fluency is the ability to differentiate formal and informal structures and objectivity apply observable criteria to the assessment of artworks, without consideration of the artist. - **NJCCCSVPA.1.4.8.B.3:** Universal elements of art and principles of design apply equally to artwork across cultures and historical eras. **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	**Instructional Focus:** - Recognize theatre as an artform reflective of the society by which it is created. - Identify historical theatrical eras, the technological innovations that occurred, and the playwrights and/or plays who/that reflected society during their respective time periods. - Explore the evolution of theatre and how people and/or events in one time period relate to and ultimately affect the next period. - Demonstrate knowledge of differences and/or similarities between western and eastern theatre. - Research an era of theatre history deeply then present one's knowledge clearly and succinctly to one's peers through a presentation. **Sample Assessments, Projects, and Post Assessments:** - Formative Assessment(s): Teacher Observations, Class/Small Group/Partner Discussions and Critiques, Vocabulary Check-Ins, Theatre History Representative Play Performances, Theatre History Topic Research Check-Ins - Self-Assessment(s): Individual Goal Setting for Improvement, Presentation Rubric - Summative Assessment(s): Theatre History Quiz, Theatre History Topic Group Presentation **Instructional Strategies:** - Whole Class Mini-Lessons (e.g., model monologue performances) - Class/Small Group/Partner Discussions (e.g., film performance analysis) - Kinesthetic Performance Activities (e.g., readers theatre, traditional/historical character interpretations) - Self-Selected Review Activities (e.g., individual or partner) **Interdisciplinary Connections:** - English Language Arts: What themes are universal across cultures? How do these themes contribute to a play's ability to stand the test of time? - Social Studies: What major events people and/or events have affected the arts throughout history? How do the arts preserve different societies' history

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.

and culture? What can we understand about the past from theatre (e.g., style, food, dress, architecture, speech)?

Technology Integration:
- GSuite
- Kahoot

Media Literacy Integration:
- YouTube, memes, musical theatre clips, and other contemporary visual connections are utilized throughout the unit.

Global Perspectives:
- How do cultural norms influence the theatre of their society? What norms are shared throughout the world? How and where do they differ (e.g., religion)?

Special Education Modifications/Resources on an As Needed Basis:
- Modified Graphic Organizers
- Modified Study Guides and Assessments
- Frequent Conferencing

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	With the Internet / Software
Videos & Film		In the home language

Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accomodations	**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

Unit 4: Play Production

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Anchor Standard(s) for Visual and Performing Arts

- **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.
- **1.2 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, theatre, and visual art.

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Big Ideas:
- Interpret, rehearse, and perform a partner scene while taking into consideration acquired vocabulary and skills including but not limited to blocking, acting techniques, theatre history background, and technical theatre aspects.
- Plan for performance aspects of a scene from the perspective of an actor and technician utilizing technical theatre vocabulary and making sustained artistic choices regarding costumes, set design, lighting, and props.
- Explore production team roles including but not limited to directing, technical directing, stage managing, set designing, dramaturgy, costuming, lighting, and props design.
- Prepare visuals for presentation with details supporting technical choices and how they contribute to the unified production aesthetic.

Essential Questions	Enduring Understandings
1. What aspects of performance must be considered when preparing a partner scene? How are artistic and practical concerns addressed? 2. What production aspects do directors, actors, and technicians take into consideration when preparing for performance? How do their points of view differ based upon the tasks associated with their production team roles? What other production team roles exist, and why are they important? 3. What is the "chain of command" in a theatrical production? What technical vocabulary is critical to successful production team communication? 4. How do performance and technical elements come together to create a successful production? How do technical aspects help create mood? 5. How can both artistic and practical choices be made with regard to technical aspects of a production? How can these	*What will students understand about the big ideas?* Students will understand that… ● a variety of both artistic and practical aspects must be considered when preparing a partner scene for performance including but not limited to blocking, acting techniques, theatre history background, and technical theatre aspects. ● there are many roles on a production team that come with their unique points of view and tasks that help contribute to a successful performance. ● there is a necessary "chain of command" on a production team and communication with proper vocabulary is critical. ● a combination of performance and technical elements create a successful production with a consistent, established mood. ● both artistic and practical considerations must be made when choosing technical aspects of a production so a unified aesthetic can be achieved.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
decisions be justified as contributing to a unified production aesthetic?	

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: ● **NJCCCSVPA.1.1.8.C.4:** A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances. ● **NJCCCSVPA.1.2.8.A.1:** Technological changes have and will continue to substantially influence the development and nature of the arts. ● **NJCCCSVPA.1.4.8.A.4:** Abstract ideas may be expressed in works of dance, music, theatre, and visual arts using a genre's stylistic traits. **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.	**Instructional Focus:** ● Apply knowledge of blocking, acting techniques, theatre history, and technical theatre to interpretation of a partner scene. ● Identify various production team roles and their unique points of view and necessary tasks to make a production successful including but not limited to directing, technical directing, stage managing, set designing, dramaturgy, costuming, lighting, and props design. ● Identify the "chain of command" in a theatrical production and utilize appropriate vocabulary to communicate within the team. ● Apply knowledge of technical theatre to partner scene and defend unified aesthetic. **Sample Assessments, Projects, & Post Assessments:** ● Formative Assessment(s): Teacher Observations, Class/Small Group/Partner Discussions and Critiques, Vocabulary Check-Ins, Scene Self-Video and Peer Feedback ● Self-Assessment(s): Individual Goal Setting for Improvement, Performance Rubric ● Summative Assessment(s): Technical Theatre Quiz, Partner Scene Performance, Scored Script, & Technical Presentation **Instructional Strategies:** ● Whole Class Mini-Lessons (e.g., model scene performances) ● Class/Small Group/Partner Discussions (e.g., scene interpretation) ● Theatre Tour (e.g., light board overview) ● Kinesthetic Performance Activities (e.g., warmups, partner improvisation, character development) ● Self-Selected Review Activities (e.g., individual or partner) ● Technical Theatre Partner Scene Slideshow (e.g., create set design, light/sound cue list, props list, costume design/list) **Interdisciplinary Connections:**

	● English Language Arts: How can you interpret a scene for performance? What information does the playwright provide to inform character and technical choices (e.g., dialogue, stage directions)? ● Mathematics: How can a set design be created to scale? Why should to scale artistic renderings be made in advance of creating a set? **Technology Integration:** ● GSuite ● Kahoot ● Seesaw ● Light board operation **Media Literacy Integration:** ● YouTube, memes, musical theatre clips, and other contemporary visual connections are utilized throughout the unit. **Global Perspectives:** ● How has the evolution of technology affected theatre design and practices worldwide? What 21st century technological advances are now considered standard conventions?

Special Education Modifications/Resources on an As Needed Basis:
- Modified Graphic Organizers
- Modified Study Guides and Assessments
- Frequent Conferencing

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	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accomodations	**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

Unit 5: Theatre Appreciation & Analysis

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Anchor Standard(s) for Visual and Performing Arts

- **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.
- **1.4 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.

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Big Ideas:
- Comprehend, analyze, and critique a theatrical performance with a focus on acting and technical choices and utilizing appropriate terminology.
- Identify and expand on symbolic and/or metaphorical elements found in a theatrical performance.
- Apply knowledge of basic elements of style and design in theatre to judge the originality of a production.
- Establish qualities of utilitarian and non-utilitarian theatrical performances such as form, function, craftsmanship, and/or originality.
- Expand appreciation for various forms of theatre to assess a work's content and form rather than the artist themselves.

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Essential Questions

1. How can one move beyond solely viewing a theatrical performance as an audience member to critiquing it? What guidelines and vocabulary should one employ in a theatre review?
2. How can the content and technical interpretation of a theatrical performance be symbolic and/or metaphorical (e.g., dialogue, lighting design)?
3. How can a production achieve originality through its style and design concepts?
4. What are some qualities of utilitarian and non-utilitarian theatrical performances? What are models of these kinds of performances? How are these performances achieved in terms of content and form?
5. How can one expand their appreciation for a variety of theatrical forms by judging the work rather than the artists who created them?

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Enduring Understandings
What will students understand about the big ideas?

Students will understand that…
- one does not need to be a passive audience member in order to appreciate art and theatre.
- forming and expressing an educated opinion on a theatrical performance is a key component of participating in discourse and being a member of the arts community.
- a combination of a playwright's words and a designer's interpretation of a theatrical work yield performances with symbolic and/or metaphorical meanings.
- the originality of a theatrical production can be affected by its style and design concepts.
- theatre can be both utilitarian and non-utilitarian depending on content and form.
- various forms of theatre can be appreciated and critiqued for their content and form rather than by the artists.

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Areas of Focus: Proficiencies (Cumulative Progress Indicators)

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Examples, Outcomes, Assessments

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</table>

Students will:

- **NJCCCSVPA.1.1.8.C.4:** A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
- **NJCCCSVPA.1.4.8.A.5:** Symbolism and metaphor are characteristics of art and art-making.
- **NJCCCSVPA.1.4.8.A.6:** Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
- **NJCCCSVPA.1.4.8.A.7:** Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
- **NJCCCSVPA.1.4.8.B.1:** Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

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.

Instructional Focus:

- Comprehend, analyze, and critique a theatrical performance by reacting to and evaluating the acting and technical choices.
- Utilize proper terminology and writing structure when writing a review.
- Consider symbolic and/or metaphorical meaning in theatrical performances as communicated through elements such as dialogue, lighting, and the like.
- Identify the qualities of utilitarian and non-utilitarian theatre from model performances' use of content and form.
- Be exposed to a variety of theatrical forms and develop an appreciation for them.

Sample Assessments, Projects, & Post Assessments:

- Formative Assessment(s): Teacher Observations, Class/Small Group/Partner Discussions (e.g., film performance analysis), Vocabulary Check-Ins
- Self-Assessment(s): Individual Goal Setting for Improvement, Theatre Review Rubric
- Summative Assessment(s): Theatre Review Quiz, Theatre Review

Instructional Strategies:

- Whole Class Mini-Lessons (e.g., model utilitarian/non-utilitarian performances)
- Class/Small Group/Partner Discussions (e.g., performance critiques)
- Self-Selected Review Activities (e.g., individual or partner)

Interdisciplinary Connections:

- English Language Arts: What is the proper structure for writing a review? What kind of vocabulary should be used to communicate and support one's opinion on an artistic work such as a theatrical performance?

Technology Integration:

- GSuite
- Kahoot

Media Literacy Integration:

- YouTube, memes, musical theatre clips, and other contemporary visual connections are utilized throughout the unit.

	Global Perspectives: ● How might expectations for and perspectives on theatrical performances vary culturally?

Special Education Modifications/Resources on an As Needed Basis:
- Modified Graphic Organizers
- Modified Study Guides and Assessments
- Frequent Conferencing

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	With the Internet / Software
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accomodations	**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

Summit Public Schools
Summit, New Jersey

<u>Curricular Addendum</u>

Career-Ready Practices	Interdisciplinary Connections
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.	● Close Reading of works of art, music lyrics, videos, and advertisements ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes **Technology Integration** Ongoing: ● Listen to books on CDs, Playaways, videos, or podcasts if available. ● Use document camera or overhead projector for shared reading of texts. Other: ● Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts. ● Use available technology to create concept maps of unit learning.

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from https://wida.wisc.edu

Media Literacy Integration
- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives
- The Global Learning Resource Library

Differentiation 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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading