Grade Level 9-12/ Content Area: Theatre Arts
Length of Course: One Semester

Curriculum for Intro to Theatre 2020

Course Description: Intro to Theatre is a one-semester elective that serves as an introduction and overview to the fundamentals of acting technique, play production and stage terminology. The course will offer exposure to a variety of dramatic texts. The student will develop physical, vocal, and analytical skills used in performing scenes. Students will also be introduced to the elements of technical theatre and play production. Students' appreciation of viewing theatrical productions is enhanced as they become aware of all necessary steps in mounting a play. The course will culminate with final group scenes which will incorporate all of the acting and technical skills studied throughout the semester.

The course enables students to make informed critical and aesthetic judgments, create theatre, and understand the historical and cultural influences of theatre. It fully complies with the New Jersey Core Curriculum Content Standards. The Theatre curricula are sequential with respect to the increased depth of content from the sixth grade program through the high school program.

Pacing Guide

Unit 1: Class team bonding and Improvisation	3 weeks
Unit 2: Body and Stage Movement	4 weeks
Unit 3: Voice	4 weeks
Unit 4: Acting & Analysis	8 weeks
Unit 5: Play Production	3 weeks

UNIT 1: BONDING AND IMPROVISATION

Anchor Standard:
2: Organizing and developing ideas **3: Refining and completing products** **7: Perceiving and analyzing work**
Big Ideas:*Course Objectives/Content Statement(s)*

In order for students to feel comfortable performing in front of the class; develop access to their emotions; free their body and their voice for a variety of character interpretations; and feel confident taking risks during the creative process, they must develop a bond and trust with their classmates and feel confident in their abilities. The students will develop communication skills through personal exploration and social interaction. The student will develop an awareness of and better understanding of his/her own impulses and instinctual behavior through improvisational games.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How can I overcome stage fright? ● How do I develop confidence to perform in front of people who may be more talented than I am? ● How can I connect to an audience? ● How can I develop my imagination so that I can create different characters? ● How can I develop the ability to take risks when I perform? ● How can I learn to work with my scene partners? ● How can I create a scene with no preparation?	**Students will understand that:** ● They have something important to offer any class or production ● They do not have to be afraid to fail ● Concentrating on a task on stage will help them forget about their insecurities ● There is comfort and support among the group that will inspire creativity and risk –taking ● They need to trust and depend on each other to create a work of theatre ● The key to a successful Improv performance is to say "Yes, and…" ● Scenes must have a beginning, a middle and an end ● Scenes must have a conflict ● Scenes must develop complications that build toward a climax/closure ● They must recognize the importance of spontaneity in the performance experience ● They will discover and demonstrate the interrelationships of the characters and how essential it is that an actor be a member of an ensemble
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	**Instructional Focus:**

NJSLS STANDARDS 1.4.12adv.Cr2. b. Collaborate as a team to make original artistic choices in devised or scripted theatre work. *1.4.12prof.Pr4.a. Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance* *1.4.12prof.Re7 b. Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.* *1.4.2.Cr2.b. Contribute original ideas and make decisions as a group to advance a story in a guided drama experience* *1.4.8.Cr3.a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised performance* *1.4.12acc.Cr2.b: Cooperate as a team to make informative and analytical choices for devised work*	● Create a supportive, fun environment in which to grow and perform as artists ● Develop trust among the group members ● Develop confidence and self-esteem ● Stimulate imagination through theatre games and exercises ● Develop focus, concentration, and risk-taking through theatre games and exercises ● Develop class camaraderie and support **Sample Assessments:** Student will: ● Actively participate in daily physical warm-ups ● Actively participate in class games and exercises ● Demonstrate the ability to create an improvisational scene with others ● Prepare an organized theatre notebook **Projects/Post Assessment:** ● Quiz on Rules of Improvisation ● Graded Improv performances ● Students will demonstrate the acting skills developed in our Improv unit in acting scenes and theatre performances ● Students will demonstrate confidence, camaraderie, poise in all of their performances and class activities **Instructional Strategies:** **Interdisciplinary Connections** ● Students will continue to develop physical skills they practice in physical education classes. ● Students will develop the same vocal techniques practiced in chorus. ● Creating a well-developed plot and character for performance reflects study in English literature courses. **Technology Integration**

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<td>Students will be exposed to a variety of theatre performances through DVDs, YouTube videos, and internet resources.

Media Literacy Integration
● Watch whose line and analyze techniques
● Class projects will utilize Padlet, Flipgrid, Screencastify

Global Perspectives
● Students will view performances from a variety of cultures.</td>
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<td>Career Readiness, Life Literacies, and Key Skills Practices:
● Act as a responsible and contributing community member and employee.
● Attend to financial well-being.
● Consider the environmental, social, and economic impacts of decisions.
● Demonstrate creativity and innovation.
● Utilize critical thinking to make sense of problems and persevere in solving them.
● Model integrity, ethical leadership, and effective management.
● Plan education and career paths aligned to personal goals.
● Use technology to enhance productivity, increase collaboration, and communicate effectively.
● Work productively in teams while using cultural/ global competence.

<table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr></table></td>
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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**
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,	Modified assessment grading

	anticipatory guides, and semantic mapping		

UNIT 2: BODY and STAGE MOVEMENT

Anchor Standard:

1: Generating and Conceptualizing ideas
2: Organizing and developing ideas
3: Refining and completing products
4: Selecting, analyzing, and interpreting work.
5: Developing and refining techniques and models or steps needed to create products.
6: Conveying meaning through art.

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

In order to create characters of various ages, socio-economic classes, cultures, historical periods, and personalities, the actor must have complete control of his body and maintain flexibility. Students will use movement for creative expression to explore thought, feeling and roles. They will use facial expressions, gestures and postures to enhance characterization and to create a physical life for the character.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? ● How, when, and why do theatre artists' choices change? ● How do theatre artists transform and edit their initial ideas? ● How do artists fully prepare a performance? ● How do artist use tools and techniques to communicate ideas and feelings?	**Students will understand that:** ● The physical principles of pantomime are requisite tools for an actor to create believable characters ● Pantomime is the basis for physical characterization through observation ● Observing real people develops an understanding of various character physicalities ● Emotional and sensory recall are necessary for creating character

• What happens when theatre artists and audiences share creative experiences? • How can an actor create a believable character through physicality? • How can I become comfortable with my body on stage and develop confidence and ease in stage movement? • How do you move in space? • How can an actor create variety of movement on stage? • How can an actor tell a story through movement, stage positions, and use of stage areas? • What is the most effective way to enter, exit, gesture on stage	• The physical principles of pantomime are requisite tools for an actor to create believable characters • Pantomime is the basis for physical characterization through observation • Observing real people develops an understanding of various character physicalities • Emotional and sensory recall are necessary for creating character • Exits and Entrances must illustrate the character's intention, personality, moment before/after • The smallest gesture can reveal the inner life of a character • Gestures and movements must be carefully based on understanding and analysis of the character • Utilizing various areas of the stage and various body positions create stage pictures that illustrate to the audience character, relationships, objectives, and conflict
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: *NJSLS STANDARDS* 1.4.12acc.Cr1.c: Use personal experiences and knowledge to develop a character that is believable and authentic 1.4.5.Cr1.a: Create roles, imagined worlds, and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances of improvised stories in a drama/theatre work. 1.4.2.Cr1.c: Identify ways in which voice,	**Instructional Focus:** **Sample Assessments:** Student will: • Actively participate in daily physical warm-ups • Actively participate in class games and exercises • Sense Memory exercises • Milling and Seething exercises • Explore the physical principles of pantomime

gestures, movements, and sounds may be used to create or retell a story in guided dra ma experiences. 1.4.5.Cr3.a: Collaborate with peers to revise, refine, adapt, and improvise ideas to fit the given parameters of an improvised or scripted drama 1.4.5.Pr4.a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in group setting for drama work 1.4.12prof.Pr4.a: Rehearse various acting exercises to expand sills in a rehearsal for devised theatre performance 1.4.2.Pr5.b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions a guided drama experience 1.4.8.Pr5.a: Examine how character relationships assist in telling thestory of devised work 1.4.8.Pr6.a: Perform rehearsed theatrical work 1.4.2.Pr5.b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions a guided drama experience 1.4.8.Pr5.a: Examine how character relationships assist in telling thestory of devised work 1.4.8.Pr6.a: Perform rehearsed theatrical work	● Recognize pantomime as the basis for physical characterization through observation ● Practice following stage directions and body positions ● Observe persons of different ages, races, sex **Projects/Post Assessment:** ● Test over Stage Movement and Elements of Pantomime ● Final Pantomime Performance evaluation ● Students will demonstrate ability to use body to express character in acting performances **Instructional Strategies:** **Interdisciplinary Connections** ● Students will continue to develop physical skills they practice in physical education classes. ● Students will develop the same vocal techniques practiced in chorus. ● Creating a well-developed plot and character for performance reflects study in English literature courses. **Technology Integration** ● Students will be exposed to a variety of theatre performances through DVDs, YouTube videos, and internet resources. **Media Literacy Integration** ● Class projects will utilize Padlet, Flipgrid, Screencastify ● **Global Perspectives** ● Students will view performances from a variety of cultures.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

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**
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: VOICE and STAGE DICTION

Anchor Standard:

1: Generating and Conceptualizing ideas
2: Organizing and developing ideas
3: Refining and completing products
4: Selecting, analyzing, and interpreting work.
5: Developing and refining techniques and models or steps needed to create products
6: Conveying meaning through art.
7: Perceiving and analyzing work
8: Interpreting intent and meaning
9: Applying criteria to evaluate product

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

It is essential for all actors to develop a healthy, flexible, supported, and resonant vocal instrument. Actors must be heard and understood by everyone in the audience without straining or pushing. Developing vocal color and vocal variety enables an actor to create a myriad of characters and express a range of emotions.

"If an audience member or another actor on stage can neither hear nor understand you, all of your work is irrelevant." Patsy Rodenberg

"Of all the great actors I have known, it always comes down to his voice." Dame Judith Dench

The study of the voice taught in conjunction with Poetry Interpretation so the actor can practice his vocal technique interpreting beautiful language.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How can an actor be heard and understood in various acting spaces? ● How can an actor delineate characters vocally? ● How can an actor maintain a healthy voice? ● How do you analyze a poem for interpretation? ● What are the elements of an effective interpretative reading?	**Students will understand that:** ● Proper breathing an support are essential to stage diction, clarity, and projection ● Projection and articulation are necessary for an actor to be heard and understood ● Actors must perfect vocal quality, pitch, rate, volume, and tone. ● Vocal variety and vocal color enhance character and theme ● Sharing the message of an author comes from detailed script analysis

	● An interper must emotionally, intellectually, and physically connect to the literature
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: *NJSLS STANDARDS* 1.4.12adv.Cr1.c: Integrate dramaturgical analysis with persona experience to create a character that is believable and authentic 1.4.12acc.Cr2:a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a scripted theatre work. 1.4.12adv.Cr3.a: Explore physical, vocal, and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work. 1.4.12adv.Cr3b: Transform devised or scripted thaetre work using the rehearsal process to re-imagine style, genre, form, theatrical conventions. 1.4.12adv.Cr3c: Originate and construct technical design choices that support the tory and emotional impact of a devised or scripted theatre work. 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for scripted theatre performance 1.4.12acc.Pr4.a: Refine a range of acting skills to build believable	**Instructional Focus:** ● Daily physical and vocal warm-ups that reinforce articulation, breathing, resonance, and projection such as tongue twisters, consonant bounces, lip trills. ● Practice various diction and breathing techniques in the classroom and on the stage ● Script analysis and scoring of poetry ● Modeling interpretation techniques **Sample Assessments:** Student will: ● Actively participate in daily physical warm-ups ● Analyze and score a published poem Perform an oral interpretation in a group ● Perform an oral interpretation of a poem individually assessed by teacher and peers **Projects/Post Assessment:** ● Quiz over Voice and Stage Diction ● Students will continue to demonstrate proper vocal technique and diction in all performances **Instructional Strategies:** **Interdisciplinary Connections** ● Students will continue to develop physical skills they practice in physical education classes. ● Students will develop the same vocal techniques practiced in chorus. ● Creating a well-developed plot and character for performance reflects study in English literature courses. ● Analyzing literature requires and reinforces the same skills the students learn in English **Technology Integration**

and sustainable characters in a devised or scripted theatre performance. 1.4.12acc.Pr5a: Discover how unique choices shape believable and sustainable characters in scripted theatre work. 1.4.12acc.Pr5b: Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work. 1.4.12prof.Pr6a: Perform scripted theatre work for a specific audience. 1.4.12acc.Re7.a: Respond to what is seen, felt, and heard in devised or scripted theatre work to develop criteria for artistic choices. 1.4.12prof.Re8.a: Examine a scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering play's history, culture, and political context. 1.4.12adv.Re9.a: Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing scripted theatre work.	Students will be exposed to a variety of theatre performances through DVDs, YouTube videos, and internet resources. **Media Literacy Integration** ● Class projects will utilize Padlet, Flipgrid, Screencastify **Global Perspectives** ● Students will view performances and study literature from a variety of cultures.

Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence. **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**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for	Differentiated materials

	understanding, feedback	
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: ACTING and ANALYSIS

Anchor Standard:

1: Generating and Conceptualizing ideas
2: Organizing and developing ideas
3: Refining and completing products
4: Selecting, analyzing, and interpreting work.
5: Developing and refining techniques and models or steps needed to create products.
6: Conveying meaning through art.
7: Perceiving and analyzing work
8: Interpreting intent and meaning
9: Applying criteria to evaluate products
10: Synthesizing and relating knowledge and personal experiences to create products
11: Relating artistic ideas and works within societal, cultural, and historical contents to deepen understanding

Big Ideas:*Course Objectives/Content Statement(s)*
Analyzing plays and developing an emotional connection to a character will foster a positive connection between critical thinking skills, lifelong learning, and personal expression and support the intellectual, social, and personal development of each learner. Furthermore, it will enhance contribution to community and global citizenship into the twenty-first century. The main goal of every actor is to create a truthful performance.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How can I learn to memorize lines? ● How can connect to a character? ● How can I understand what the play is about? ● How can I move an audience? ● How can I create a believable character? ● What are the essential elements of a good performance? ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? ● What happens when theatre artists and audiences share creative experiences? ●	**Students will understand that:** ● Careful analysis of a play reveals the author's message ● Character analysis involves understanding the character's background, objectives, obstacles, physicality, and personality ● Memorizing techniques enable any actor to become comfortable with his/her lines ● Actors create believable characters by connecting emotionally ● Concentration and staying in the moment enables the actor to create truthful performance
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: *NJSLS STANDARDS* 1.4.12adv.Cr1.c: Integrate dramaturgical analysis with persona experience to create a character that is believable and authentic 1.4.12acc.Cr2:a: Develop a dramatic interpretation	**Instructional Focus:** ● Study of play structure and meaning through reading and analyzing scripts ● Acting exercises to develop concentration, connection to partner, access to emotions and sensory recall

to demonstrate a critical understanding of historical and cultural influences in a scripted theatre work. 1.4.12adv.Cr3.a: Explore physical, ocal, and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work. 1.4.12adv.Cr3b: Transform devised or scripted thaetre work using the rehearsal process to re-imagine style, genre, form, theatrical conventions. 1.4.12adv.Cr3c: Originate and construct technical design choices that support the tory and emotional impact of a devised or scripted theatre work. 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for scripted theatre performance 1.4.12acc.Pr4.a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance. 1.4.12acc.Pr5a: Discover how unique choices shape believable and sustainable characters in scripted theatre work. 1.4.12acc.Pr5b: Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work. 1.4.12prof.Pr6a: Perform scripted theatre work for a specific audience. 1.4.12acc.Re7.a: Respond to what is seen, felt, and heard in devised or scripted theatre work to develop criteria for artistic choices. 1.4.12prof.Re8.a: Examine a scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering play's history, culture, and political context. 1.4.12adv.Re9.a: Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing scripted theatre work. 1.4.12acc.Cn10.a: Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs	● Understand fictional characters by observing people of various ages, occupations, socio-economic backgrounds real life ● Students will develop techniques of theatre criticism by attending productions and evaluating all artistic and technical elements ● Develop awareness of acting terms and the development of modern acting ● Demonstrate underdstanding of what makes a great show **Sample Assessments:** Student will: ● Students will identify acting terms ● Students will understand the development of modern acting ● Students will read plays and write analyses ● Students will analyze the play and character for their monologues and acting scenes ● Students will perform characters they observed in real life ● Students will perform monologues for the class ● Students will learn the concepts of staging and block their acting scene ● Students will draw a scale floor plan for their acting scene ● Students will perform acting scenes with a partner for class ● Students will attend a live theatre performance and write a review following standard essay form **Projects/Post Assessment:** ● Quiz over Acting Terms and Stanislavsky ● Evaluation of Monologue and Scene performances ● Students will consistently acting techniques in their performances and class activities **Instructional Strategies:** **Interdisciplinary Connections** ● Students will have to understand literature, writing, history, sociology, and psychology to

1.4.12.adv.Cn11b. Justify the creative choices made in a devised or scripted theare work, based on a critical interpretation of specific data from theatre research	fully create a character and write analysis and play reviews **Technology Integration** Students will be exposed to a variety of theatre performances through DVDs, YouTube videos, and internet resources. **Media Literacy Integration** ● Watch whose line and analyze techniques ● Class projects will utilize Padlet, Flipgrid, Screencastify **Global Perspectives** ● Students will view performances and study plays from a variety of cultures
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence.	

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**
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	Increase	Individualized

provided via computer or electronic device	opportunities to engage in active academic responding	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: PLAY PRODUCTION

Anchor Standard:

1: Generating and conceptualizing ideas
2: Organize and develop ideas
3: Refining and completing products
4: Selecting, analyzing, and interpreting work
5: Developing and refining techniques and models or steps needed to create products
6: Conveying meaning through art
7: Perceiving and analyzing work
8: Interpreting intent and meaning
9: Apply criteria to evaluate products
11: Relating artistic ideas and works within societal and historical contexts to deepen understanding

Big Ideas:*Course Objectives/Content Statement(s)*
Understanding the elements of technical theatre, design, and production is crucial to creating, appreciating, or analyzing a play production.
Producing a scene with classmates requires the application of every artistic and technical skill and fosters the creative and collaborative process.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How can I relate to my scene partner/s?	**Students will understand that:**

● How do I plan the physical elements of my acting scene? ● How do I know when and where to move in a scene? ● What are the different types of stage lighting and how are they used? ● How is scenery moved during a production? ● How do you construct a basic set piece? ● How are different lighting effects achieved? ● How do set and lighting designers approach a project? ● What are the basic considerations when designing a set or light plot?	● Chemistry with a scene partner is developed through listening and reacting ● Truthful acting, chemistry between characters, creative staging, and aesthetically pleasing design elements help create a moving performance. ● Stage movement and blocking are based on a character's motivation, relationships, everyday activities, and artistic considerations to create ● Blocking begins with set design and floor plan ● There are different types of stages ● Set and lighting designs are based on thorough analysis of the script and a common design concept with the director ● Sets and lighting provide important information about the setting, the characters, the theme, the style and the mood of the play
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: *NJSLS STANDARDS* 1.4.12.acc.Cr1.a: Investigate historical and cultural conventions and their impact on the visual composition or devised or scripted theatre work. 1.412.adv.Cr1.a: Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work. 1.4.12prof.Cr2.a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted work. 1.4.12adv.Re7b. Use Historical and cultural context to structure and justify personal responses to devised or scripted work. 1.4.12prof.Re9.b: Identify and compare cultural context to structure and justify personal responses	**Instructional Focus:** ● Learn the areas and equipment in the Summit High School stage and scene shop ● Identify stage rigging and equipment from Google images ● Identify the different types of lighting instruments and their uses ● Demonstrate how to design a set and lighting plot ● Learn the elements of set and lighting design ● Students will demonstrate aesthetically pleasing stage pictures ● Scene study will develop experience and confidence with acting **Sample Assessments:** Student will: ● Quizzes over technical theatre terms

to devised or scripted work. 1.4.12adv.Cr2.b: Collaborate as a creative team to make original artistic choices in devised or scripted theatre work. 1.4.12adv.Cr3.b: Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions. 1.4.12adv.Cr3.c: Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work. 1.4.12adv.Pr4.b: Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production. 1.4.12adv.Pr5.a: Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre 1.4.12adv.Pr6.a: Produce a devised or scripted theatre work production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg 1.4.12adv.Pr8.a: Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices. 1.4.12adv.Re9.a: b. Use understandings of cultures and contexts to shape personal responses to devised or scripted theatr work.	● Students will draw a scale floor plan for a set ● Students will complete a light plot for a play ● Students will draw a scale floor plan of the set for their scene ● Students will complete a play and character analysis with their group ● Students will block a scene with their acting group ● Students will perform a scene from a play with their group **Projects/Post Assessment:** ● Students will demonstrate their understanding of play production in class during rehearsals ● Students will be graded on their final acting scenes **Instructional Strategies:** **Interdisciplinary Connections** ● Students will continue to develop physical skills they practice in physical education classes. ● Students will develop the same vocal techniques practiced in chorus. ● Creating a well-developed plot and character for performance reflects study in English literature courses. **Technology Integration** Students will be exposed to a variety of theatre performances through DVDs, YouTube videos, and internet resources. **Media Literacy Integration** ● Class projects will utilize Padlet, Flipgrid, Screencastify **Global Perspectives** ● Students will view performances and study plays from a variety of cultures.
Career Readiness, Life Literacies, and Key Skills Practices:	

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

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**
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

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Anchor Standard:

1: Generating and Conceptualizing ideas
2: Organizing and developing ideas
3: Refining and completing products
4: Selecting, analyzing, and interpreting work.
5: Developing and refining techniques and models or steps needed to create products.
6: Conveying meaning through art.

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

In order to create characters of various ages, socio-economic classes, cultures, historical periods, and personalities, the actor must have complete control of his body and maintain flexibility. Students will use movement for creative expression to explore thought, feeling and roles. They will use facial expressions, gestures and postures to enhance characterization and to create a physical life for the character.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
How can I overcome stage fright? How do I develop confidence to perform in front of people who may be more talented than I am? How can I connect to an audience? How can I develop my imagination so that I can create different characters? How can I develop the ability to take risks when I perform? How can I learn to work with my scene partners? How can I create a scene with no preparation? How, when, and where do theatre artists' choices change? How do theatre artists reflect to understand the impact of drama processes and theatre experiences? How do theatre artists refine and edit their initial ideas	**Students will understand that:** ● They have something important to offer any class or production ● They do not have to be afraid to fail ● Concentrating on a task on stage will help them forget about their insecurities ● There is comfort and support among the group that will inspire creativity and risk –taking ● They need to trust and depend on each other to create a work of theatre ● The key to a successful Improv performance is to say "Yes, and…" ● Scenes must have a beginning, a middle and an end ● Scenes must have a conflict ● Scenes must develop complications that build toward a climax/closure ● They must recognize the importance of spontaneity in the performance experience ● They will discover and demonstrate the interrelationships of the characters and how essential it is that an actor be a member of an ensemble
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: *NJSLS STANDARDS*	**Instructional Focus:**

1.4.12adv.Cr2. b. Collaborate as a team to make original artistic choices in devised or scripted theatre work. *1.4.12prof.Pr4.a. Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance* *1.4.12prof.Re7 b. Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.* *1.4.2.Cr2.b. Contribute original ideas and make decisions as a group to advance a story in a guided drama experience* *1.4.8.Cr3.a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised performance* *1.4.12acc.Cr2.b: Cooperate as a team to make informative and analytical choices for devised work*	● Create a supportive, fun environment in which to grow and perform as artists ● Develop trust among the group members ● Develop confidence and self-esteem ● Stimulate imagination through theatre games and exercises ● Develop focus, concentration, and risk-taking through theatre games and exercises ● Develop class camaraderie and support **Sample Assessments:** Student will: ● Actively participate in daily physical warm-ups ● Actively participate in class games and exercises ● Demonstrate the ability to create an improvisational scene with others ● Prepare an organized theatre notebook **Projects/Post Assessment:** ● Quiz on Rules of Improvisation ● Graded Improv performances ● Students will demonstrate the acting skills developed in our Improv unit in acting scenes and theatre performances ● Students will demonstrate confidence, camaraderie, poise in all of their performances and class activities **Instructional Strategies:** **Interdisciplinary Connections** ● Students will continue to develop physical skills they practice in physical education classes. ● Students will develop the same vocal techniques practiced in chorus. ● Creating a well-developed plot and character for performance reflects study in English literature courses. **Technology Integration**

	Students will be exposed to a variety of theatre performances through DVDs, YouTube videos, and internet resources. **Media Literacy Integration** ● Watch whose line and analyze techniques ● Class projects will utilize Padlet, Flipgrid, Screencastify **Global Perspectives** ● Students will view performances from a variety of cultures.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence. **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**
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	

RESOURCES:

The Drama Sourcebook by Neil John
The Actor and the Text by Cecily Berry
The Actor Speaks Patsy Rodenburg
To The Actor by Michael Chekhov
A Challenge for the Actor by Uta Hagen
An Actor Prepares by Constantin Stanislavsky
Building a Character by Constantin Stanislavsky
Theatre Games for the Classroom by Viola Spolin
Truth in Comedy by Del Close & Charna Halpern
The Viewpoints Book by Anne Bogart and Tina Landau
Fundamentals of Theatrical Design by Karen Brewster
The Art of Acting by Stella Adler
The Sanford Meisner Approach by Larry Silverberg

Curricular Addendum

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

Interdisciplinary Connections

- 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:

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.

- 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
Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or software programs
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