THEATRE I CURRICULUM

Course Description:
Theatre Arts I is a full-year elective that serves as an introduction to the fundamentals of play production and stage terminology. The course will offer exposure to a variety of dramatic texts both contemporary and historical. In this full-year course students will explore the resources of human thought, feelings and behavior that are brought to bear on the performance of a role, comparing several schools of thought in actor preparation and explore the development of theatre throughout history.

The student will develop physical, vocal, and analytical skills used in performing scenes. Students will also be introduced to the elements of technical theatre, play production, and career opportunities in the performing arts. 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 year.

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.

UNIT I: TEAM BONDING AND IMPROVISATION

Anchor Standards:
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 students will develop an awareness of and better understanding of their 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, 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 ● How can I overcome stage fright? ● How do I develop the confidence to perform in front of people who may be more talented than I am? ● How can I connect to an audience? ● How can 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 ● Recognize the importance of spontaneity in the performance experience ● 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: 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*	**Instructional Focus:** ● Create a supportive, fun environment in which to grow and perform as artists ● Develop trust among the group members ● Develop confidence and self-esteem

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*	● Stimulate imagination through theatre games and exercises ● Develop focus, concentration, and risk-taking through theatre games and exercises **Sample Assessments:** ● Actively participate in daily physical warm-ups ● Actively participate in class games and exercises ● Demonstrate the ability to create an improvisational scene with others **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

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- Class projects will utilize Padlet, Flipgrid, Screencastify

Global Perspectives
Students will view performances from a variety of cultures.
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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.

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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 2: BODY AND STAGE MOVEMENT

nchor Standards:

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 artists use tools and techniques to communicate ideas and feelings? ● 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 a variety of movements on stage? ● How can an actor tell a story through movement, stage positions, and use of stage areas?	**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 ● 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

● What is the most effective way to enter, exit, gesture on stage?	that illustrate to the audience character, relationships, objectives, and conflict
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 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, gestures, movements, and sounds may be used to create or retell a story in guided drama 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 the story of devised work 1.4.8.Pr6.a: Perform rehearsed theatrical work	**Instructional Focus:** ● Practice relaxation and warm-up techniques ● Physical games and exercises that require various movements ● Sense Memory exercises ● Milling and Seething exercises ● Explore the physical principles of pantomime ● Recognize pantomime as the basis for physical characterization through observation ● Practice following stage directions and body positions ● Observe persons of different ages, races, sex **Sample Assessments:** ● Actively participate in daily physical warm-ups ● Demonstrate proper breathing, centering, posture, and movement techniques during warm ups ● Perform a sense memory activity pantomiming eating ● Perform a pantomime of an everyday activity ● Create a pantomime with group that has beginning, middle, end using various areas of the stage and body positions **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. ● An actor must develop resources of information and experience that connect with the rest of the world-socially, culturally, historically, and politically-thereby enriching his instrument.
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	Differentiated materials

	for 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 3: VOICE and ORAL INTERPRETATION

Anchor Standards:

: 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 producproducts.
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 enables the actor to practice his vocal technique by 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?*
● 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? ● 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?	● Proper breathing and 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 interpreter must emotionally, intellectually, and physically connect to the literature
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 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.	**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 ● Breathing the room ● Pushing against a partner ● Mouthing the words ● Saying only consonants/vowels

1.4.12adv.Cr3b: Transform devised or scripted theatre 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 the 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.	● Connect to text while jogging around the auditorium ● Script analysis and scoring of poetry ● Modeling interpretation techniques **Sample Assessments:** ● 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 ● Final performance evaluation of Poetry ● Students will consistently proper breathing and diction in performances and class activities **Instructional Strategies:** **Interdisciplinary Connections** Work with English classes on discovering and interpreting literature **Technology Integration** ● YouTube videos of championship interpretations ● Search for Poems on the internet **Media Literacy Integration** ● Video tape interpretations and critically assess personal and peer performances **Global Perspectives** ● Read and interpret poems from different countries analyzing the backgrounds, socio-economic conditions, traditions
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 4: ACTING and CRITICISM

Anchor Standards:

: 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 from a variety of historical periods and countries and developing an emotional connection to a character will foster a positive connection between critical thinking skills, lifelong learning, 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?*
● 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? ● How can I learn to memorize lines? ● How can I connect to a character? ● How can I understand what the play is about? ● How can I relate to my scene partner/s? ● How can I move an audience? ● How do theatre artists comprehend the essence of drama processes and theatre experience? ● How do I know when and where to move in a scene? ● How can I access my emotions for any given character? ● How can I create a believable character? ● What are the essential elements of a good performance?	**Students will understand that:** ● Careful analysis of a play reveals the author's message ● Play analysis involves examining the social, historical, political, cultural influences of the play ● 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 ● 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. ● Blocking begins with set design and floor plan ● Stage movement and blocking are based on a character's motivation, relationships, everyday activities, and artistic considerations to create believable, organic movements.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	**Instructional Focus:**

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, 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 theatre 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	● 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 ● Understand fictional characters by observing people of various ages, occupations, and socio-economic backgrounds in real life ● Aesthetically-pleasing pictures ● Scene study will develop experience and confidence with acting ● 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 an understanding of what makes a great show **Sample Assessments:** ● 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

devised or scripted theatre work to reflect or question personal beliefs 1.4.12.adv.Cn11b. Justify the creative choices made in a devised or scripted theatre work, based on a critical interpretation of specific data from theatre research	● 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 fully create a character and write analysis and play reviews **Technology Integration** ● Internet research for dramaturgy of the play: time period, playwright, style, costumes, ● YouTube videos of great acting scenes from plays and film **Media Literacy Integration** ● Video tape acting scenes and critically assess personal and peer performances ● Post self-videos on Flipgrid so classmates can submit suggestions **Global Perspectives** ● Read and interpret plays from different countries analyzing the backgrounds, socio-economic conditions and traditions
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**
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Magazines & Newspapers	Timelines	Structures
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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,	Differentiated materials

	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 5: THEATRE HISTORY

Anchor Standards:
1: Generating and conceptualizing ideas
2: Organize and develop ideas
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)*
By studying the development of Western theatre from the Greeks to present day, students will understand and appreciate the various styles, playwrights, plays, and aesthetic contributions of our art. In order to perform and design plays from different historical periods, students must have a knowledge and understanding of every period.

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 rely on intuition, curiosity, and critical inquiry? ● How are the theatre artis's processes and the audience's perspectives impacted by analysis and synthesis? ● How, when, and why do theatre artists' choices change? ● How do theatre artists comprehend the essence of drama processes and theatre experiences? ● What inspires playwrights? How do they get their ideas for plot and character? ● Why did styles change throughout history? ● How were technology developments reflected in theatre? ● How did theatre respond to the political and social issues of the day? ● What were some of the most important developments in playwriting, acting, design and technology?	**Students will understand that:** ● Plays reflect the social, political, cultural, and technical issues of the period. ● Acting, writing, and design styles changed throughout history ● Even though every period of theatre history reflected changes in society, there were always universal themes in the plays
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 1.4.12.acc.Cr1.a: Investigate historical and cultural conventions and their impact on the visual composition or devised or scripted theatre work. 1.4.12prof.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 perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.	**Instructional Focus:** ● Examine the plays, playwrights, styles, conventions, and technology developments of the major periods of theatre history: Greek, Roman, Medieval, Renaissance, Restoration, Romantic, Modern, and Contemporary ● Analyze how theatre reflected the social, political, and technical issues of the time **Sample Assessments:** ● Identify the plays, playwrights, conventions, actors, designers, and technological developments of each period ● Create a presentation from an assigned period with a 3-dimensional technical project and report on plays and playwright **Projects/Post Assessment:**

	● Quiz over Theatre History ● Evaluation of Theatre History project ● Students will demonstrate of the styles and influences of different periods in their acting, design, and directing projects **Instructional Strategies:** **Interdisciplinary Connections** ● History, art, music, science, literature, philosophy, and sociology are integral to the study of theatre history **Technology Integration** ● Use of the internet for images, research, film clips, and scenes from plays from the various period **Media Literacy Integration** ● Create a Powerpoint or Google Slides presentation from an assigned period of theatre history. ● Add slide project to Padlet. **Global Perspectives** ● Introducing different cultures, genres, composers, time periods and forms and tracing the history of theatre in world 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.	Differentiated materials

	directions, checks for 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 6: MUSICAL THEATRE

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

Big Ideas:*Course Objectives/Content Statement(s)*
The musical is an American art form that reflected the art, music, culture, and dance movements of the times. Some of the world's most innovative and popular composers, choreographers, directors, designers, producers, and performers were cultivated in the American musical theatre. The study of musical theatre teaches storytelling through music, theatre, dance, and design.

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 refine their work and practice their craft through rehearsal ● How do theatre artists develop personal processes and skills for a performance or design? ● How do theatre artists use tools and techniques to communicate ideas and feelings? ● What happens when theatre artists and audiences share creative experiences? ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? ● How do theatre artists comprehend the essence of drama processes and theatre experiences? ● How can the same piece of art communicate different messages to different people? ● How did the American musical begin? ● How did the musical change through the decades? ● Who were the major composers, lyricists, choreographers and performers? ● What are the most elements of a musical production number? ● What techniques do the best musical theatre performers demonstrate?	**Students will understand that:** ● The musical reflected the political and social issues of the times ● The musical was a source of escape, entertainment, and enlightenment ● The important writers, composers, choreographers, and performers of the American musical ● The basic structure of a musical ● The elements of strong choreography ● Musical theatre movements must be precise, energetic, sharp ● A song in a musical is a "Monologue set to music" ● Dances and songs in a musical must be integrated into the STORY ● Every chorus member must create and maintain a character in every scene and production number
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 1.4.12acc.Cr1.a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted work. 1.4.12prof.Cr2.a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work. 1.4.12adv.Cr2.b: Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.	**Instructional Focus** ● Watch and discuss the PBS video *Broadway, the American Musical* identifying the great composers, choreographers, writers, designers and performers ● Watch YouTube videos of a variety of classic musical numbers ● Identify the types of musical numbers and the structure of the musical

1.4.12acc.Cr3.b: Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions. 1.4.12prof.Pr4.a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance. 1.4.12acc.Pr5.a: Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work. 1.4.12adv.Pr5.a: Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work. 1.4.8.Pr6.a: Perform a rehearsed theatrical work for an audience 1.4.12.acc.Re7.a: Respond to what is seen, felt, and heard in devised or scripted theatre work to develop criteria for artistic choices 1.4.12.adv.Re8.a: Analyze and assess a devised or scripted theatre work to support or evaluate artistic choices.	● Identify the elements of choreographing a musical number ● Choreograph and perform a group number from a musical **Sample Assessments:** ● Active participation in daily warm-ups and group choreography sessions ● Quizzes on notes taken from the historic video ● Test over Musical Theatre History and structure ● Peer and teacher evaluation of musical number performance **Projects/Post Assessment:** ● Students will demonstrate characterization and musical performance techniques in performances and class activities **Instructional Strategies:** **Interdisciplinary Connections** ● American history from the early twentieth century to present day reflected in the stories of musicals. Many musicals are set in other time periods and countries, so these will also be discussed ● Music, dance, literature, and art are all equally important elements of a musical **Technology Integration** ● Students will watch the PBS series, ***Broadway, The American Musical*** ● YouTube clips of various musical numbers ● Video performances to evaluate **Media Literacy Integration** ● Students will post their performances on Flipgrid for classmates to evaluate **Global Perspectives** ● Introducing different cultures, genres, composers, time periods and forms and tracing the history of theatre in world 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 7: TECHNICAL THEATRE

Anchor Standard:
1: Generating and conceptualizing ideas
2: Organizing and developing ideas.
3: Refining and completing products
4: Selecting, Analyzing and interpreting work

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

Understanding the elements of technical theatre and design is crucial to creating, appreciating, or analyzing a play production.

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 theatre artists fully prepare a performance or design? ● How can the same work of art communicate different messages to different people? ● How are the theatre artists' processes and the audience's perspectives impacted by analysis and synthesis? ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy. ● 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?	**Students will understand that:** ● 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 ● Set, lighting, costume designs must all be based on historical, cultural, socio-economic research ● 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: 1.4.12adv.Cr1.b: Create a design for devised or scripted theatre work that incorporates multiple elements of technology 1.4.12prof.Cr1.b: Explore the impact of technology on design choices in devised or scripted theatre work.	**Instructional Focus:** ● Learn the areas and equipment in the Summit High School stage and scene shop ● Identify stage rigging and equipment from Googl ● e images ● Demonstrate the ability to apply old age make-up

1.4.12prof.Cr2.b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles 1.4.12ad.Cr3.c: Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work. 1.4.12prof.Cr3.c: Explore technical design choices that support the story and emotional impact of a theatre work. 1.4.12acc.Re8.a: Analyze and assess a theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria. 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. 1.4.12ad.Re9.c: Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work. 1.4.12prof.Cn10.a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.	● 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 **Sample Assessments** ● Quizzes over technical theatre terms ● Students will draw a scale floor plan for a set ● Students will create a set design ● Students will complete a light plot for a play **Projects/Post Assessment:** ● Students will demonstrate an understanding of production values in a performance ● Students will demonstrate an appreciation and knowledge of technical elements in productions **Instructional Strategies:** **Interdisciplinary Connections** ● Science and technology are integral parts of technical theatre ● Understanding literature and history is the bases for play analyses prior to designing sets and lighting ● Math is used for designing sets and reading scale construction plans ● Physics is used when hanging and programming lighting equipment **Technology Integration** ● Using the internet for research ● Set building requires mastery of various tools and construction ● Use Vectorworks and Google Sketch Up to create set and lighting designs **Global Perspectives** ● Introducing different cultures, genres, composers, time periods and forms and tracing the history of theatre in world

	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

Recommended Texts:

Teacher Resources:

The Drama Sourcebook by Neil John
The Actor and the Text by Cecily Berry
The Actor Speaks by 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
A History of the Theatre by Oscar Brockett
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 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.	**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: ● 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