

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level/Content Area: 6<sup>th</sup> & 7<sup>th</sup> Grade Drama**  
**Length of Course: One Cycle/Marking Period**

**Curriculum**

**Course Description:** Drama is a nine-week course that serves as an introduction to the fundamentals of play production and technical theater. The course will offer exposure to a variety of theatrical texts, both contemporary and historical. In this course, students will explore and put into action the resources of human thought, feeling, and behavior that are brought to bear in the performance of a role; examine and apply technical methodology (lights, props, costumes, sound) to scenes being performed, and explore the development of theater throughout history. The student will develop physical, vocal, and analytical skills used in creating characterization, and performing and critiquing scenes. Students will also be introduced to potential career opportunities in theater as well as a life-long appreciation and understanding of the art of theatre.

**Unit 1: What is Drama?**

<b>Standard 1.1 (The Creative Process)</b>	
All students will demonstrate an understanding of the elements and principles that govern the creation of works in dance, music, theatre, and visual arts.	
<b>Standard 1.3 (Performance)</b>	
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works in dance, music, theatre, and visual arts.	
<b>Big Ideas:</b> <i>Course Objectives/ Content Statement(s)</i>	
Learning to improvise and interact with fellow performers are important skills for the student actor. This unit will demonstrate how simple concentration, a willingness to relax, and a better use of ones senses can make a more successful actor.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
How can I lose some of my fears and inhibitions about performing and avoid making a fool of myself in front of others?	Getting to know people around oneself and improving self-awareness is a critical component of theatre.
How can I develop my confidence in my ability to “think on myhis/her feet”?	Drama is both work and fun.
Is getting to know, trust and support fellow classmates more fully really important?	Live theatre isform of communication
What does “sensory awareness” have to do with acting?	Successful performers develop and hone skills of higher level thinking and divergent ideas.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<b>Instructional Focus:</b>
<p><b>1.1.8.C.2</b> Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.</p>	<ul style="list-style-type: none"> <li>▪ Students will be able to strengthen their awareness of their senses.</li> <li>▪ Students will be able to stay in rhythm to hear and respond on cue.</li> </ul>
<p><b>1.1.8.C.3.</b> Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.</p>	<ul style="list-style-type: none"> <li>▪ Students will be able to use their bodies to indicate place.</li> <li>▪ Students will be able to interpret what they are seeing. (As the audience)</li> </ul>
<p><b>1.3.8.C.1</b> Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.</p>	<ul style="list-style-type: none"> <li>▪ Students will be able to use 4 of their 5 senses to identify unknown sounds, smells, etc.</li> </ul>
<p><b>1.3.8.C.2</b> Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p>	<p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>• Formative assessment via observations using a facilitation grid which credits students for each attempt and success</li> <li>• Formative assessment via classroom discussion – individual critiquing by the whole class</li> <li>• Formative assessment via exit ticket – students need to respond to the following question: “Why are we doing these activities and exercises? How do they fit into drama?”</li> <li>• Self-Assessment – Students will articulate and/or choose an area they feel needs improvement.</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Blind Walk: Explore the environment indoors or out without the sense of sight (learning to trust a sighted partner)</li> <li>• Icebreaker: Students observe a person from afar and perform them in class</li> <li>• Listening &amp; Responding Activity: Students lose inhibitions while sharing a simple rhythm exercise with classmates</li> <li>• “Where Game”: Establish in the shortest time possible, a setting</li> </ul>

	<p>(where) through pantomime</p> <ul style="list-style-type: none"> <li>• <b>Blind/Smell Activity:</b> Focus on objects and their scent and identify them correctly sight unseen</li> </ul> <ul style="list-style-type: none"> <li>□ <b>Interdisciplinary Connections</b> <ul style="list-style-type: none"> <li>- Language Arts: Connection to the 5W's and looking at setting.</li> <li>- Being comfortable being in front of a group, application of techniques to public speaking in class. (vocals, breathing, eye contact, etc.)</li> <li>- Interpreting character in speech and song</li> </ul> </li> <li>□ <b>Technology Integration</b> <ul style="list-style-type: none"> <li>- Model improvisation with a video from Teaching Channel and/or Who's Line is it Anyway</li> <li>- Students will film themselves (or partner) for self-assessment before performance</li> </ul> </li> <li>□ <b>Media Literacy Integration</b> <ul style="list-style-type: none"> <li>- Students will keep an online musical "blog" to record their written responses to aural and written prompts.</li> </ul> </li> <li>□ <b>Global Perspectives</b> <ul style="list-style-type: none"> <li>- Development of people skills and the ability to present themselves to interact with people in the world outside of LCJSMS. (Meeting a new person, applying for a job, auditioning for a role in a play)</li> </ul> </li> <li>□ <b>Culturally Responsive Teaching</b> <ul style="list-style-type: none"> <li>- Survey of students exposure to a professional production, # of students having been in a production.</li> </ul> </li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>- Creativity and Innovation</li> </ul>

units and lessons for this course or content area.	<ul style="list-style-type: none"> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> <li>- Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>- Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>- Civic Literacy</li> <li>- Health Literacy</li> </ul>
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**Texts & Resources:**

- Drama Games for Classrooms and Workshops by Jessica Swale
- Acting One (Third Edition) by Robert Cohen
- Video Clips "Whose Line Is It Anyway?"
- Video Clip "Improvisation" from The Teaching Channel

**Unit 2: Theater History**

<p style="text-align: center;"><b>Standard 1.1</b> (The Creative Process)</p> <p>All students will demonstrate an understanding of the elements and principles that govern the creation of works in theatre.</p>	
<p style="text-align: center;"><b>Standard 1.2</b> (History of the Arts and Culture)</p> <p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	
<p style="text-align: center;"><b>Standard 1.3</b> (Aesthetic Responses and Critique Methodologies)</p> <p>All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of theater.</p>	
<p><b>Big Ideas:</b> <i>Course Objectives/ Content Statement(s)</i></p> <p>Learning about theater history broadens ones appreciation and understanding of the art of theater as a whole. This unit will introduce basic content knowledge about the Ancient Greek Theater, Roman Theater, and Shakespearean Theater, and how these have evolved to give us our current genres of performing: Dramatic plays, Comic plays, Musical Theater, and Children's Theater. Students will be exposed to playwrights from each era or genre and the significant contributions they have brought to the world of theater.</p>	
<p style="text-align: center;"><b>Essential Questions</b></p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<p>What are some events that primitive people might have had to communicate with each other without the use of</p>	<p>Theater History can be divided into 9 eras from 2160 BCE to 2013 AD.</p>

<p>sophisticated language?</p> <p>Who are some people in history whose artistic actions "changed the world"?</p> <p>Does style of acting change with the time period?</p> <p>What major technical developments in history have had an effect on theater as we know it today?</p>	<p>Knowledge of history contributes to the creation of a believable character.</p> <p>Events in one time period relate to and ultimately affect the next period in chronological order.</p>
<p align="center"><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p align="center"><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p>	<p><b>Instructional Focus:</b></p>
<p><b>1.2.8.A.1</b> Map historical innovations in music that were caused by the creation of new technologies.</p>	<ul style="list-style-type: none"> <li>▪ Students will recognize historical eras, the innovations that occurred, and the playwrights who worked during that time.</li> </ul>
<p><b>1.2.8.A.2</b> Differentiate past and contemporary works of music that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	<ul style="list-style-type: none"> <li>▪ Students will demonstrate knowledge of historical style using speech and body movements</li> </ul>
<p><b>1.2.8.A.3</b> Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	<ul style="list-style-type: none"> <li>▪ Students will explore theatrical evolution between the past and the present and relate to their own dramatic expression</li> </ul>
<p><b>1.4.8.A.6</b> Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.</p>	<p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>▪ Participation in class discussion</li> <li>▪ Critiquing of class performances</li> <li>▪ Performance of a character in genre or time period of choice for grade</li> <li>▪ Peer grading of each performance</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>- Performance of a given speech, story, or scene in a classic style</li> <li>- Viewing examples of multiple genres - musical theater, drama, comedy, Shakespeare, children's theater, etc. (Romeo and Juliet, Our Town)</li> <li>- Research a past/ancient play listed on the timeline and present plot and characters orally to the class.</li> </ul> <p>☐ <b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>- Social Studies: Time period, style, food, dress, architecture, speech</li> </ul>

	<p>and social evolution.</p> <ul style="list-style-type: none"> <li>- Explore the evolution of Technology through time periods of study</li> </ul> <ul style="list-style-type: none"> <li>□ <b>Technology Integration</b> <ul style="list-style-type: none"> <li>- Model theater and performance style with video of Musical Theater, Classic Theater (R &amp; J), "Our Town", etc.</li> <li>- Video student's performances for viewing and critiquing later.</li> </ul> </li> <li>□ <b>Media Literacy Integration</b> <ul style="list-style-type: none"> <li>- Students will use print, audio, and online resources to acquire the required information for their composer research project.</li> </ul> </li> <li>□ <b>Global Perspectives</b> <ul style="list-style-type: none"> <li>- Development of historical knowledge with application to choices for their future. (Job opportunities in theater)</li> </ul> </li> <li>□ <b>Culturally Responsive Teaching</b> <ul style="list-style-type: none"> <li>- Integrate student's personal cultural background into the discussion and examples.</li> </ul> </li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>- Creativity and Innovation</li> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> <li>- Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>- Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>- Civic Literacy</li> <li>- Health Literacy</li> </ul>

**Texts & Resources:**

- Theater Arts 1 Student Handbook and Teacher's Manual Alan Engelsman and Penny Engelsman
- Introduction to Theater Arts Student Handbook and Teacher's Manual (History Chapter and Timeline)

- "Our Town" Video Bickford Theater Production
- DVD Fellini's "Romeo and Juliet"
- B'Way - The American Musical Theater History - 3 DVD's

### Unit 3: Creating Character to Perform for an Audience

#### Standard 1.1 The Creative Process (Theatre)

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

#### Standard 1.3 Performance

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and or presenting works of art in dance, music, theatre, and visual art.

#### Standard 1.3 (Aesthetic Responses and Critique Methodologies)

All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of theater.

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

Using the body and voice, the experienced actor can become anyone he/she wants to be. By combining information, emotion, and personal style, the actor will interpret the character physically and vocally to an audience. Analyzing the character's voice and posture based on health, social status, job, situation, etc., and adding in vocal texture, pitch, volume, clarity, and intensity, the actor will communicate character to the audience, eliciting a physical and/or emotional response. Relying on other theatrical positions (director, costumer, makeup designer etc), for support, augments the performance.

#### Essential Questions

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

Can one really communicate and convey meaning without talking?

How does observation help an actor create a role?

Why are vocal pitch, rate, volume, and tone important to an actor?

Why are physical and vocal warm-ups important to an actor?

Who is responsible for all the jobs that need to be done when creating a show?

#### Enduring Understandings

*What will students understand about the big ideas?*

Actors must recognize the importance of observation as a tool to create and develop a character.

There are different acting areas and positions of a proscenium arch stage.

Actors must continually hone physical and vocal skills in order to effectively portray a character.

Actors must accept criticism as a means of improving their performance.

Observing another? actor's performance as an audience member can help one grow as a

<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	<p>performer.</p> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Students will use production terminology correctly</li> <li>▪ Students will practice oral interpretation skills</li> <li>▪ Students will improve articulation using the tongue, lips and teeth.</li> <li>▪ Students will practice proper breathing techniques to project their voice beyond the first row.</li> <li>▪ Students will alter their physical characteristics to convey the age of a character other than their own age.</li> <li>▪ Students will improve their physical condition by stretching and exercising.</li> <li>▪ Students will practice the use of constructive criticism.</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>▪ Participation in class discussion</li> <li>▪ Critiquing of class performances by scoring A) Knows material, B) Movement and Gestures, C) Believability</li> <li>• Performance of a character in an oral interpretation (4 Voices, Timeframe/Movement, and Believability) and memorized monologue.</li> <li>• Peer grading of each performance</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Observation exercises</li> <li>• Perform a pantomime "on the spot"</li> <li>• Breathing exercises</li> <li>• Tongue twisters</li> <li>• Physical warm-ups (individual and group)</li> <li>• Practice "blocking" a scene (staging a given scene on three different stages))</li> <li>• Perform a memorized monologue.</li> <li>• Perform an oral interpretation (with 4 voices, staging, gestures, eye-contact)) of a children's story of</li> </ul>
<p><b>Standard 1.1.8.C.4</b> Who does the work? (Theater) Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back - of - house members of a theater company.</p>	
<p><b>Standard 1.3.8.C.1</b> Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.</p>	
<p><b>Standard 1.4.8.A.1</b> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theater, and visual art.</p>	
<p><b>Standard 1.4.8.A.7</b> Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theater, and visual art.</p>	

	<p>choice</p> <ul style="list-style-type: none"> <li>□ <b>Interdisciplinary Connections</b> <ul style="list-style-type: none"> <li>- Language Arts: Character analysis, story development, the 5 W's</li> <li>- Public speaking skills (project voice, eye contact)</li> </ul> </li> <li>□ <b>Technology Integration</b> <ul style="list-style-type: none"> <li>- Students will view video recordings of themselves for self evaluation and assessment</li> <li>- Students will view multimedia performances of other actors and performances in order to model successful acting technique</li> </ul> </li> <li>□ <b>Global Perspectives</b> <ul style="list-style-type: none"> <li>- Practicing staging on most popular stages in: North America (Proscenium Arch), Europe (Thrust), Asia, (Theater in the Round)</li> </ul> </li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>- Creativity and Innovation</li> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> <li>- Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>- Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>- Civic Literacy</li> <li>- Health Literacy</li> </ul>

**Texts and Resources:**

- Creative Ideas for Writing and Drama (Teacher Resource Book) Gordon Porterfield
- At Play - Teaching Teenagers Theater by Elizabeth Swados
- Theater in the Secondary School Classroom by Jim A. Patterson
- The Monologue Audition Video by Karen Kohlhaas

**Unit 4: Technical Theater**

<b>Standard 1.1 (The Creative Process)</b>	
All students will demonstrate an understanding of the elements and principles that govern the creation of works in dance, music, theatre, and visual arts.	
<b>Standard 1.3 (Performance)</b>	
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works in dance, music, theatre, and visual arts..	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i>	
This unit is an overview of technical theater and the vocabulary that supports it, both from an actor and technician's point of view. Materials used to create sets and props, as well as building costumes and applying make-up will be demonstrated, discussed and performed in final scenes.	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>What are the correct names for the parts of the stage?</p> <p>How do all the elements come together to create a successful show?</p> <p>What is the "chain of command" in a theatrical production?</p> <p>Do technical aspects help create mood?</p> <p>What are design elements, and who determines them?</p> <p>How does stage lighting "make or break" a show? What is important technical "lingo" for lights, sound, costumes, and props?</p>	<p>Exposure to the various jobs in theater and knowing who is responsible for what will help make a good production.</p> <p>There are methods and theories in each discipline that need to be applied correctly for success.</p> <p>The technical aspects of any production is a major component of any successful performance.</p> <p>Students will recognize the importance of technical aspects of any production.</p>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
Students will:	<b>Instructional Focus:</b>
<b>Standard 1.1.8.C.4</b> Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back - of - house members of a theater company	<ul style="list-style-type: none"> <li>▪ Students will learn the capabilities of the computerized light board</li> <li>▪ Students will identify specific light/sound cues in a script.</li> <li>▪ Students will understand how costumes can create character</li> </ul>
<b>Standard 1.3.8.C.1</b> Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.	<ul style="list-style-type: none"> <li>▪ Students will see how props can "make or break" a scene</li> <li>▪ Students will practice reading a ground plan</li> </ul>
<b>Standard 1.4.8.A.7</b> Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theater, and visual arts.	<b>Sample Assessments:</b>
	<ul style="list-style-type: none"> <li>▪ Summative assessment via class presentations</li> </ul>

- Peer evaluation and critique
- Summative written assessments
- Analysis of script set-up and organization (prompt book) for grade
- Technical Theater PBL

**Instructional Strategies:**

- Tour the theater
- Design and apply straight and character make-up
- Build/bring in a prop for use in a scene
- Design a ground plan for a given play
- Design and draw an appropriate costume and then bring into class for acting scenes
- Control lights and/or sound for a class presentation

□ **Interdisciplinary Connections**

- Build interest in extra-curricular participation
- Practice using computer skills on light and sound boards
- Language Arts - creating/describing character
- Social Studies - map making (ground plan)

□ **Technology Integration**

- Computerized light board operation (Creating, setting, and employing cues)
- Use theater technology to create location, mood and emotion

□ **Global Perspectives**

- Technical theater can and does influence theatrical performances across all spectrums of every culture.

□ **Culturally Responsive Teaching**

- Theater technology will be used to create a recognized cultural identity on stage. (Costumes, lights, sound).

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <li>- Critical Thinking and Problem Solving</li> <li>- Communication and Collaboration</li> <li>- Information Literacy</li> <li>- Media Literacy</li> <li>- Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>- Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>- Civic Literacy</li> <li>- Health Literacy</li> </ul>
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**Texts and Resources:**

- Technical Theater for Non- technical People by Drew Campbell
- The Perfect Stage Crew by John Kaluta
- Fundamentals of Theatrical Design by Karen Brewster
- Introduction to Theatre Arts teacher’s Guide by Suzi Zimmerman
- Drama Games for Kids by Denver Casado