



Survey of Theatre & Theatre Arts I

Department of Visual and Performing Arts

Developed By: **Michael Gurrieri**

Effective Date: September 2022

Scope and Sequence

Month	Unit
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Ongoing (every Friday throughout the 1st semester)	Unit 1: Improvisation
September - mid October	Unit 2: Theatre History
Mid- October- early December	Unit 3: Characterization and Monologue Work
Early December - mid January	Unit 4: Scene Study
Ongoing (every Friday throughout the 2nd semester)	Unit 5: Advanced Improvisation
mid-January -early March	Unit 6: Play Analysis & Playwriting
Early March - mid April	Unit 7: The Production Team
Mid April - June	Unit 8: Mounting a Ten Minute Play

Unit 1
Improvisation
Summary and Rationale

In this ongoing unit, students gain perspective on why a background in improvisation can be helpful, even necessary, in becoming a better actor. Students will learn about the structures and rules of improvisation and have many opportunities to participate in a wide variety of improvisational games and performances. They will also utilize domain-specific language when discussing their choices or evaluating the performances of their peers. Ultimately, this ongoing improvisation unit will help foster a sense of community building in the class, which is essential in the theatre classroom.

Recommended Pacing

Ongoing (every Friday and half day throughout the first semester)

Standards

NJ: 2020 SLS: Visual and Performing Arts - Theatre: HS Accomplished ([link](#))

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
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Anchor Standard 3: Refining and Completing Products

1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
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1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
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SEL: Social Emotional Learning Competencies ([link](#))

SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
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SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
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SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ
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	Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one's actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
NJSLS: ELA	
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Integration of Technology	
Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
Instructional Focus	
Enduring Understandings:	Essential Questions:

- A background in improvisation can help actors understand that truth and honesty of character is essential to the creation of real people living truthfully under imaginary circumstances
- A familiarity with the techniques of improvisation helps actors develop a greater understanding of conflict and character motivation.

- Why does a background in improvisation help one to become an effective actor?
- Why is developing a familiarity with the techniques of improvisation essential to understanding dramatic structure?

Evidence of Learning (Assessments)

Formative: Student participation in improvisational games and activities, class discussions/evaluations of student work, quizzes on improvisational rules and terminology.

Summative: Final performance of an original scene and/or game evaluated by teacher and/or student-generated rubric.

Objectives (SLO)

Students will know (Goals):

- A background in improvisation can help actors understand that truth and honesty of character is essential to the creation of real people living truthfully under imaginary circumstances

Students will be able to (Teaching Points):

- Develop a sense of who, what, where, when and why
- Utilize observation and sensory recall
- Use the body and body language to enhance characterization
- Discover how feelings affect a character

- A familiarity with the techniques of improvisation helps actors develop a greater understanding of conflict and character motivation.

- Understand and apply the “rules of improv”
 - Say “yes-and”
 - After the “and” add new information
 - Don’t block
 - Avoid questions
 - Focus on the here and now
 - Establish the location
 - Be specific-provide details
 - Change, change, change
 - For serious and emotional scenes, focus on characters and relationships
 - For humor, commit and take choices to the nth degree or focus on actions/objects
- Understand and apply domain-specific vocabulary and terminology
 - Offering
 - Accepting
 - Advancing
 - Blocking
 - Endowment
 - Focus

- Freeze
- Status
- Subtext
- Task
- Wimping

Suggested Resources/Technology Tools

Theater Games for the Classroom, Viola Spolin

Improvisation for the Theater, Viola Spolin

The Drama Teacher's Survival Guide #2, Margaret F. Johnson

<http://www.drama-teaching.com/uploads/1/2/8/3/12838058/basic-improvisation-terms-and-skills.pdf>

http://improvincyclopedia.org/references//David_Alger%60s_First_10_Rules_of_Improv.html

https://www.youtube.com/channel/UCKg_ZFByYTINckLG76cjUEg

Modifications

The learning activities are highly suitable to diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon the students in their class.

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments

- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student’s primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community members 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

Unit 2

Theatre History

Summary and Rationale

In this unit, students will interact with the history and genres of theater from the Roman and Medieval periods through contemporary theatre. Students will initially be exposed to a basic overview of the major theatrical time periods and genres, how they reflected the society and culture of their time, and the defining characteristics of the movements. Students will also view scenes from major theatrical works throughout history. Students will then have the opportunity to delve more deeply into a theatrical time period/genre in small groups. After intensive research, groups will be able

to present their findings to the class, and culminate in a performance of a scene from a representative theatrical work of the period, utilizing props, costumes, scenery, and performance styles indicative of the period or genre.

Ultimately, through this work students will gain a deeper appreciation of how theatre of the past is connected to today. They will be able to describe early theatrical movements and connect those movements to theatre today, and be able to explain the link between certain historical events and theatrical movements.

Recommended Pacing

5-6 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Theatre: HS Accomplished ([link](#))

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12acc.Cr1a	Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
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Anchor Standard 2: Organizing and Developing Ideas

1.4.12acc.Cr2a	Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
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Anchor Standard 7: Perceiving and Analyzing Work

1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
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Anchor Standard 8: Interpreting Intent and Meaning

1.4.12acc.Re8a	Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
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Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

1.4.12acc.Cn11a	Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.
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SEL: Social Emotional Learning Competencies ([link](#))

SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior
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	<p>Standard 3: Recognize one’s personal traits, strengths and limitations</p> <p>Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges</p>
SEL.PK-12.2 Self- Management	<p>Standard 5: Understand and practice strategies for managing one’s own emotions, thoughts and behaviors</p> <p>Standard 6: Recognize the skills needed to establish and achieve personal and educational goals</p> <p>Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one’s goals</p>
SEL.PK-12.3 Social Awareness	<p>Standard 8: Recognize and identify the thoughts, feelings and perspectives of others</p> <p>Standard 9: Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds</p> <p>Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings</p>
SEL.PK-12.4 Relationship Skills	<p>Standard 12: Establish and maintain healthy relationships</p> <p>Standard 13: Utilize positive communication and social skills to interact effectively with others</p> <p>Standard 14: Identify ways to resist inappropriate social pressure</p> <p>Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways</p> <p>Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed</p>
SEL.PK-12.5 Responsible Decision-Making	<p>Standard 17: Develop, implement and model effective problem solving and critical thinking skills</p> <p>Standard 18: Identify the consequences associated with one’s actions in order to make constructive choices</p> <p>Standard 19: Evaluate personal, ethical, safety and civic impact of decisions</p>

Interdisciplinary Connections

NJSLS: ELA Anchor Standards

R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Integration of Technology

Computer Science and Design Thinking (2020)

8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
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Instructional Focus

Enduring Understandings:

- Studying the history of theatre reveals the culture, customs, values and conflicts of various historical time periods.
- Previous theatrical periods have contributed innovations that are still widely used today.
- The political, social, and religious climate of the larger world is often reflected in the theatre of the period.

Essential Questions:

- What can we learn about the history of mankind by studying the history of theatre?
- How do previous theatrical periods affect modern drama?
- How does life reflect art and vice-versa?

Evidence of Learning (Assessments)

Formative: Assess student responses in classroom discussion, written and oral quizzes, monitoring group work during research and webquests.

Summative: Group project/presentation on selected theatre history era/practice and performance of scene from that era/practice based on teacher or student-generated rubric..

Objectives (SLO)

Students will know (Goals):

- Studying the history of theatre reveals the culture, customs, values and conflicts of various historical time periods.

Students will be able to (Teaching Points):

- Identify the defining characteristics of various historical time periods/movements.
 - Primitive rituals
 - Greek/Roman Theatre
 - Chinese/Japanese Theatre
 - Medieval
 - Elizabethan (Shakespeare)
 - Renaissance (Commedia dell'arte)

	<ul style="list-style-type: none"> ○ Restoration ○ Romanticism ○ Realism ○ Modernism ○ Postmodernism ○ Musical Theatre <ul style="list-style-type: none"> ● Articulate the connection between the culture, customs, values and conflicts of the time period and the theatre created during the time
<ul style="list-style-type: none"> ● Previous theatrical periods have contributed innovations that are still widely used today. 	<ul style="list-style-type: none"> ● Research the major contributions and innovations of the time period/movement that are still used in contemporary theatre (e.g. trap doors, ramps, proscenium arch, etc.) ● Research those contributions that have since evolved (e.g. all actors being male, use of masks, morality plays, etc.) ● Utilize appropriate innovations and defining characteristics during performances
<ul style="list-style-type: none"> ● The political, social, and religious climate of the larger world is often reflected in the theatre of the period. 	<ul style="list-style-type: none"> ● Compare the political, social and religious aspects of the period to the theatre being created (e.g. McCarthyism serving as inspiration for Arthur Miller’s <i>The Crucible</i>) ● Articulate the connection between those aspects and the theatre produced

Suggested Resources/Technology Tools

<http://www.theatrehistory.com/>
<http://tedb-old.byu.edu/unit/show?id=43>
http://tedb.byu.edu/?page_id=1930
https://nj.pbslearningmedia.org/resource/shak13.ela.lit.globest/all-the-globes-a-stage-shakespeares-theater-shakespeare-uncovered/#.WclNcRP4_8w
<https://www.theatrefolk.com/blog/create-a-commedia-dellarte-character/>
Basic Drama Projects - Fran Tanner
Theater: Art in Action - McGraw Hill
The Drama Teacher’s Survival Guide #2, Margaret F. Johnson
 Video Clips from Discovery Streaming Video (such as Oedipus, Roman Theatre and Globe theater)
 Classroom Video on Demand

Modifications

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- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
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- Multiple mediums in project

- Act as a responsible and contributing community members 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

Unit 3

Characterization and Monologue Work

Summary and Rationale

In this unit, students will participate in various exercises and activities in which they build characters unlike themselves in background, body, and voice. Students will practice utilizing their voice and body as a tool to create different characters. They will begin to consider how body language and movements convey emotional states, how posture can communicate age and status, and how subconscious movement can reveal wants, needs and desires.

Additionally, students will choose a published monologue that they will eventually memorize for a final performance. Students will identify the character's objective and also break down the monologue into beats. Within the beat they will analyze the character's goal, obstacles, tactics, and expectations (GOTE). After careful character analysis and rehearsal, including workshopping their monologue in small groups to gain peer feedback, students will deliver their final polished monologue in class.

Recommended Pacing

5-6 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Theatre: HS Accomplished ([link](#))

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12acc.Cr1c

Use personal experiences and knowledge to develop a character that is believable and authentic.

Anchor Standard 3: Refining and completing products.

1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
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Anchor Standard 4: Selecting, analyzing, and interpreting work.

1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
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Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
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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.
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Interdisciplinary Connections

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Instructional Focus

Enduring Understandings:

- A complete actor utilizes all the tools at his disposal including an imaginative mind, a healthy graceful body, and a strong able voice.

Essential Questions:

- How does the actor use the body and voice as a tool for performance?
- How does an actor apply imagination to the needs of a performance?

<ul style="list-style-type: none"> ● Truth and honesty of character is essential to the creation of real people living truthfully under imaginary circumstances. ● An actor’s ability to create a character that elicits emotion can only be achieved through open and honest feeling and careful and deliberate listening 	<ul style="list-style-type: none"> ● How does an actor create a character that elicits emotion?
<p>Evidence of Learning (Assessments)</p>	
<p>Formative: Pantomime projects, observational activities, vocal and breathing exercises, written character background sketches, scored monologue scripts, teacher and peer feedback during rehearsal and workshop</p> <p>Summative: Final monologue performance based on teacher or student-generated rubric</p>	
<p>Objectives (SLO)</p>	
<p>Students will know (Goals):</p> <ul style="list-style-type: none"> ● A complete actor utilizes all the tools at his disposal including an imaginative mind, a healthy graceful body, and a strong able voice. 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> ● Communicate emotions using only body language and movement through everyday action pantomimes ● Demonstrate the movements of people at different stages of life ● Create a 20 second scene utilizing only facial expressions and body language ● Hypothesize why people move the way they do and identify the catalyst for subconscious movement ● Utilize volume, articulation and rate in tongue twister exercises ● Utilize pitch, volume and rate to convey different characters in a children’s book ● Differentiate between inefficient and efficient breathing and demonstrate efficient breathing in various exercises (Modern Major General)
<ul style="list-style-type: none"> ● Truth and honesty of character is essential to the creation of real people living truthfully under imaginary circumstances. 	<ul style="list-style-type: none"> ● Create a character’s life beyond the text by completing a character background sheet with information the script does not address ● Create belief in the setting of a monologue without the aid of a set <ul style="list-style-type: none"> ○ Make a costume and set plot for their monologue based on the information in the script and their imaginations
<ul style="list-style-type: none"> ● An actor’s ability to create a character that elicits emotion can only be achieved through open and honest feeling and careful and deliberate listening 	<ul style="list-style-type: none"> ● Identify the character’s objective after careful reading of the script ● Score the script by breaking it down into beats - moments in the script where there is a change in emotion <ul style="list-style-type: none"> ○ Within those beats, identify the GOTE - goal - what does the character want within that beat, obstacle - what is getting in the character’s

way of achieving that goal, tactics - what is the character doing in order to get what they want, and expectations - what does the character expect to happen once they get what they want

- Identify the given circumstances of a scene (weather, time of day, setting, year, etc.)
- Translate the knowledge of given circumstances into actable choices

Suggested Resources/Technology Tools

<http://www.monologuearchive.com/>

<https://bhstheatre.wordpress.com/monologues/>

Theater Games for Young People - Maria C. Novelly

Basic Drama Projects - Fran Tanner

The Drama Teacher's Survival Guide #2 - Margaret F. Johnson

Modifications

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- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.

- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members 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

Unit 4

Scene Study

Summary and Rationale

In this unit, students will build on many of the skills acquired in the preceding unit by continuing to apply knowledge of character building, this time while collaborating with a partner on a short 2 person scene. Students will learn basic stage and blocking terminology in order to have a common language for putting a scene up on its feet during the rehearsal process. Students will develop a deeper understanding of both the personal and collaborative aspects of the rehearsal process and apply these techniques and strategies while rehearsing in class.

Additionally, students will continue to offer constructive and meaningful feedback to their fellow classmates during the rehearsal process, as well as develop a more sophisticated understanding of what “good” theatre actually looks like. This will culminate in a final polished performance of scenes complete with set, props and costumes.

Recommended Pacing

6-7 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Theatre: HS Accomplished ([link](#))

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
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1.4.12acc.Cr1b	Understand and apply technology to design choices for devised or scripted theatre work.
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Anchor Standard 3: Refining and completing products.

1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
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Anchor Standard 4: Selecting, analyzing, and interpreting work.

1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
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Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
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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.
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SEL: Social Emotional Learning Competencies ([link](#))

SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one’s feelings and thoughts Standard 2: Recognize the impact of one’s feelings and thoughts on one’s own behavior Standard 3: Recognize one’s personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one’s own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one’s goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one’s actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions

Interdisciplinary Connections

NJSLS: ELA Anchor Standards

R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Integration of Technology	
Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● A good actor appreciates the personal and collaborative aspects of the rehearsal process. ● The critique of art is personal, but should be understood universally. ● Good theatrical performance is created through hard work, professional behavior, and communication between designers, actors and audience members. 	<ul style="list-style-type: none"> ● How do actors rehearse? ● How does knowledgeable and respectful critique improve production values? ● How does an effective performance engage the audience?
Evidence of Learning (Assessments)	
<p>Formative: Stage terminology quiz, marked scripts with blocking and objectives, monitoring rehearsal process and adherence to rehearsal etiquette, class discussions, informal journaling, written and verbal critiques</p> <p>Summative: Final performance of scene evaluated by teacher or student-generated rubric</p>	
Objectives (SLO)	

<p>Students will know (Goals):</p> <ul style="list-style-type: none"> ● A good actor appreciates the personal and collaborative aspects of the rehearsal process. 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> ● Define basic stage and blocking terminology ● Discuss the written and unwritten rules of rehearsal ● Self-assess rehearsal etiquette in actual rehearsal situations ● Work cooperatively and collaboratively with their scene partners ● Identify and apply tips for memorization ● Use time productively in rehearsal situations by adhering to a schedule ● Define and understand “objective” and write a list of objectives ● Distinguish between all verbs and “actable” verbs ● Score their scripts with blocking, super-objectives, goals, obstacles, tactics, expectations, and beats
<ul style="list-style-type: none"> ● The critique of art is personal, but should be understood universally. 	<ul style="list-style-type: none"> ● Read critical reviews of theatre and movies as a class and discuss together. ● Write critical reviews of theatre and movies ● Articulate critique and feedback for fellow classmates’ scenes during the rehearsal process using tactful and constructive vocabulary
<ul style="list-style-type: none"> ● Good theatrical performance is created through hard work, professional behavior, and communication between designers, actors and audience members. 	<ul style="list-style-type: none"> ● Create their definition of art ● Come up with characteristics of good theatre ● Discuss what pieces of art have affected students as audience members ● Point out which parts of their classmates’ scenes are good and explain why ● Put up a final performance of their scene that is reflective of hard work, professional behavior, and effective communication

Suggested Resources/Technology Tools

Theatre Games for the Classroom- Viola Spolin
Basic Drama Projects- Fran Tanner
The Art of Direction – William Ball
The Drama Teacher’s Survival Guide #2 - Margaret F. Johnson
<http://www.bhplayhouse.com/Acting-Scenes-Database/>

Modifications

The learning activities are highly suitable to diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon the students in their class.

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
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- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population.

Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
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- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
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- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

- Act as a responsible and contributing community members 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

Unit 5

Advanced Improvisation

Summary and Rationale

In this ongoing unit, students will continue to hone their improvisational skills acquired in the previous semester through games and performances of short improvised scenes. Additionally, this semester will introduce the concept of “Long Form Improvisation,” in which performers create shows comprised of several short scenes that are interrelated by story, characters, or themes. The unit will culminate in team long-form improv performances.

Recommended Pacing

Ongoing (every Friday and half day throughout the second semester)

Standards

NJ: 2020 SLS: Visual and Performing Arts - Theatre: HS Accomplished ([link](#))

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
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Anchor Standard 3: Refining and Completing Products

1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
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1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
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SEL: Social Emotional Learning Competencies ([link](#))

SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one’s feelings and thoughts Standard 2: Recognize the impact of one’s feelings and thoughts on one’s own behavior Standard 3: Recognize one’s personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
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SEL.PK-12.2 Self- Management	Standard 5: Understand and practice strategies for managing one’s own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one’s goals
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SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
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SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
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SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one’s actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions
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Interdisciplinary Connections**NJSLS: ELA**

SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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Integration of Technology**Computer Science and Design Thinking (2020)**

8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● A background in improvisation can help actors understand that truth and honesty of character is essential to the creation of real people living truthfully under imaginary circumstances ● A familiarity with the techniques of improvisation helps actors develop a greater understanding of conflict and character motivation ● Long-form improvisation is comprised of several short scenes connected by story, characters, and themes, which requires a deep understanding of character development and dramatic structure 	<ul style="list-style-type: none"> ● Why does a background in improvisation help one to become an effective actor? ● Why is developing a familiarity with the techniques of improvisation essential to understanding dramatic structure? ● What are the major differences between long-form improvisation and short-form improvisation and why do they matter to you as a performer?

Evidence of Learning (Assessments)

Formative: Student participation in improvisational games and activities, class discussions/evaluations of student work, quizzes on improvisational rules and vocabulary.

Summative: Final long form improv performance in teams, evaluated by teacher and/or student-generated rubric.

Objectives (SLO)

<p>Students will know (Goals):</p> <ul style="list-style-type: none"> ● A background in improvisation can help actors understand that truth and honesty of character is essential to the creation of real people living truthfully under imaginary circumstances 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> ● Develop a sense of who, what, where, when and why ● Utilize observation and sensory recall ● Use the body and body language to enhance characterization ● Discover how feelings affect a character
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- A familiarity with the techniques of improvisation helps actors develop a greater understanding of conflict and character motivation

- Understand and apply the “rules of improv”
 - Say “yes-and”
 - After the “and” add new information
 - Don’t block
 - Avoid questions
 - Focus on the here and now
 - Establish the location
 - Be specific-provide details
 - Change, change, change
 - For serious and emotional scenes, focus on characters and relationships
 - For humor, commit and take choices to the nth degree or focus on actions/objects
- Understand and apply domain-specific vocabulary and terminology
 - Offering
 - Accepting
 - Advancing
 - Blocking
 - Endowment
 - Focus
 - Freeze
 - Status
 - Subtext
 - Task
 - Wimping

- Long-form improvisation is comprised of several short scenes connected by story, characters, and themes, which requires a deep understanding of character development and dramatic structure

- Create a cohesive story and definite characters while thinking quickly on their feet through the creation of a short fairytale improvisation in teams
- Identify the components of the “Harold” long-form structure
- Create cohesive stories, characters, settings in a collaborative group by creating their own long-form specifics to the plot points of a story in a team, while adhering to the “Harold” structure
- Create cohesive stories, characters, settings in a collaborative team by rehearsing their created stories
- Create cohesive stories, characters, settings in a collaborative team by performing a “Harold” long-form improvisation in groups

Suggested Resources/Technology Tools

Theater Games for the Classroom, Viola Spolin

Improvisation for the Theater, Viola Spolin

The Drama Teacher’s Survival Guide #2, Margaret F. Johnson

<http://www.drama-teaching.com/uploads/1/2/8/3/12838058/basic-improvisation-terms-and-skills.pdf>

http://improvenyclopedia.org/references//David_Alger%60s_First_10_Rules_of_Improv.html
https://www.youtube.com/channel/UCKg_ZFByYTINckLG76cjUEg
<http://tedb.byu.edu/?courses=long-form-improvisation-by-lela-kovalenko-bayne>
<http://improvenyclopedia.org/games/Harold.html>

Modifications

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- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population.

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- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
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Examples specific to performing arts practice include, but are not limited to:

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- Independent study where applicable
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- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members 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

Unit 6

Play Analysis and Playwriting

Summary and Rationale

In this unit, students will learn the foundation for play analysis, including the major Elements of Drama. With this knowledge, students will be able to participate in the playwriting process by applying knowledge of these elements to their original written work. Students will gain an understanding of the playwriting process, which involves many drafts, readings, feedback sessions, and revisions, as well as the importance of stage directions to this unique narrative writing form.

The unit will culminate with students being given the choice to put up a staged reading of a final published draft of an original ten-minute play, or submit a detailed written analysis of a one-act play utilizing the aforementioned elements as a means of analysis.

Recommended Pacing

5-6 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Theatre: HS ([link](#))

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12prof.Cr1c	Use script analysis to generate ideas about a character that is believable and authentic.
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Anchor Standard 3: Refining and completing products.

1.4.12prof.Cr3a	Use script analysis to inform choices impacting the believability and authenticity of a character.
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Anchor Standard 6: Conveying Meaning Through Art

1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
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Anchor Standard 7: Perceiving and analyzing work

1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
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SEL: Social Emotional Learning Competencies ([link](#))

SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one’s feelings and thoughts Standard 2: Recognize the impact of one’s feelings and thoughts on one’s own behavior Standard 3: Recognize one’s personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
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SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one’s own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one’s goals
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SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
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SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways
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	Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one's actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
NJSLS: ELA Anchor Standards	
R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Integration of Technology	
Computer Science and Design Thinking (2020)	
8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Knowledge of the major Elements of Drama is integral to understanding a playwright’s thematic intent. ● The playwriting process includes several steps which involve not only the spoken word, but also the movement and environment in which that spoken word occurs. ● Stage directions provide the directors, designers, and performers with the necessary information to bring the play from the page to the stage. 	<ul style="list-style-type: none"> ● Why is knowledge of the major Elements of Drama essential when analyzing a play? ● What is the process of playwriting? ● How do stage directions affect the design of a play?

Evidence of Learning (Assessments)

Formative: Elements of Drama quiz, informal discussions/analysis of well-known films, written character biographies/idea statements, assess knowledge of stage directions as students are creating scenes

Summative: Final written play analysis based on teacher or student-generated rubric OR Final draft of original ten-minute play based on teacher or student-generated rubric

Objectives (SLO)

<p>Students will know (Goals):</p> <ul style="list-style-type: none"> ● Knowledge of the major Elements of Drama is integral to understanding a playwright’s thematic intent. 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> ● Identify Elements of Drama <ul style="list-style-type: none"> ○ Plot and Structure ○ Theme ○ Characters ○ Setting ○ Tragedy and Comedy ● Additional elements of drama in modern theatre <ul style="list-style-type: none"> ○ Dramatic irony ○ Symbol ● Apply Elements of Drama to analysis of popular films, filmed productions of live theatre, and short plays and play excerpts ● Read one-act plays and write an analysis
<ul style="list-style-type: none"> ● The playwriting process includes several steps which involve not only the spoken 	<ul style="list-style-type: none"> ● Complete a play idea statement based on a teacher made graphic organizer

word, but also the movement and environment in which that spoken word occurs.

- Complete lines of dialogue for a two- three person scene
- Complete a character biography
- Write a major dramatic question for an original play idea
- Hold an open forum for discussion of characterization in a written log of character study/analysis
- Enact a "table-read" for first time writers of original works
- Present original plays to an audience as a sharing day in the form of staged readings
- Provide constructive feedback in the form of a written or verbal critique of each original script
- Revise play drafts based on feedback

- Stage directions provide the directors, designers, and performers with the necessary information to bring the play from the page to the stage.

- Examine a variety of stage directions from a series of different works
- Create stage directions that pertain to student written scenes
- Enact a "walk through" of student driven stage directions

Suggested Resources/Technology Tools

Foundations of Language and Literature (BFW Publishers) - "Chapter 10: Drama"
Basic Drama Projects - Fran Tanner
The Drama Teacher's Survival Guide #2, Margaret F. Johnson
The Art and Craft of Playwriting - Jeffrey Hatcher
Video Clips from Discovery Streaming Video
Classroom Video on Demand

Modifications

The learning activities are highly suitable to diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon the students in their class.

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills

- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population.

Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community members 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

Unit 7

The Production Team

Summary and Rationale

In this unit, students will gain a clearer understanding of the machinations behind mounting a theatrical production. Students will be immersed in the preliminary process of putting on a play, including auditioning and production team meetings. Students will have the opportunity to learn about the various roles and responsibilities of the production team, including the director, stage manager, and designers and “try out” various roles.

Ultimately, students will choose a role - actor, director, stage manager, or designer - and submit a final assignment as it correlates to that role. Students will have the option to continue in that role in the final unit.

Recommended Pacing

6-7 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Theatre: HS ([link](#))

Anchor Standard 2: Organizing and Developing Ideas

1.4.12prof.Cr2b	Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
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Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
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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.
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Anchor Standard 6: Conveying meaning through art

1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
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SEL: Social Emotional Learning Competencies ([link](#))

SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior
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	<p>Standard 3: Recognize one’s personal traits, strengths and limitations</p> <p>Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges</p>
SEL.PK-12.2 Self- Management	<p>Standard 5: Understand and practice strategies for managing one’s own emotions, thoughts and behaviors</p> <p>Standard 6: Recognize the skills needed to establish and achieve personal and educational goals</p> <p>Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one’s goals</p>
SEL.PK-12.3 Social Awareness	<p>Standard 8: Recognize and identify the thoughts, feelings and perspectives of others</p> <p>Standard 9: Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds</p> <p>Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings</p>
SEL.PK-12.4 Relationship Skills	<p>Standard 12: Establish and maintain healthy relationships</p> <p>Standard 13: Utilize positive communication and social skills to interact effectively with others</p> <p>Standard 14: Identify ways to resist inappropriate social pressure</p> <p>Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways</p> <p>Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed</p>
SEL.PK-12.5 Responsible Decision-Making	<p>Standard 17: Develop, implement and model effective problem solving and critical thinking skills</p> <p>Standard 18: Identify the consequences associated with one’s actions in order to make constructive choices</p> <p>Standard 19: Evaluate personal, ethical, safety and civic impact of decisions</p>

Interdisciplinary Connections

NJSLS: ELA Anchor Standards

R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Integration of Technology

Computer Science and Design Thinking (2020)

8.2.12.ITH.1	Interaction of Technology and Humans: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Interaction of Technology and Humans: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.

Instructional Focus

Enduring Understandings:

- The direction of a play involves not only the design for acting and movement in a play, but also includes the work of a production team in order to mount the performance.
- A play only succeeds when there is an effective production team, led by the director and including the stage manager and various designers.
- The audition process can vary depending on the needs of the production, but usually involves bringing in actors to perform material and then deciding on whether or not those actors are right for the roles.

Essential Questions:

- How does a director create an effective production that is truthful to the playwright's script?
- What are the roles and responsibilities of the production team?
- What is the auditioning process and how does one select a cast through that process?

Evidence of Learning (Assessments)

Formative: Production Team Responsibility Quiz, evaluate headshots and resumes, evaluate lists of stage manager responsibilities, discussions of design choices, written/verbal critique of play design, evaluate student choices regarding blocking

Summative: Group Theatre Careers Project evaluated by teacher or student-generated rubric

Objectives (SLO)

<p>Students will know (Goals):</p> <ul style="list-style-type: none"> ● The direction of a play involves not only the design for acting and movement in a play, but also includes the work of a production team in order to mount the performance. 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> ● Use available furniture and props to set up the "world of the play" ● Use various blocking exercises to stage the scene ● Plan blocking using appropriate abbreviations and script markings ● Engage in conversations with members of the production team regarding design ideas
<ul style="list-style-type: none"> ● A play only succeeds when there is an effective production team, led by the director and including the stage manager and various designers. 	<ul style="list-style-type: none"> ● Research professional and amateur theatre positions ● Analyze the responsibilities of the members of the production team <ul style="list-style-type: none"> ○ Director ○ Producer ○ Stage Manager ○ Designers (Costume, prop, set, lighting, hair/makeup, etc.) ● Discuss research on leaders in theatrical design ● Outline the job details of the stage manager ● Create a written or give an oral critique of a scene ● Create lists which include: props, costumes, make-up plans, lighting plans ● Peruse and evaluate a stage manager's book ● Peruse and evaluate various design plots ● Create a stage manager's book ● Create a design plot
<ul style="list-style-type: none"> ● The audition process can vary depending on the needs of the production, but usually involves bringing in actors to perform material and then deciding on whether or not those actors are right for the roles. 	<ul style="list-style-type: none"> ● Identify the components of successful actors' headshots and resumes ● Evaluate headshots and resumes ● Create their own actor's resume ● Evaluate a casting call ● Create their own casting call with audition requirements and casting sketches for available parts ● Analyze casting choices of popular films and shows ● Audition students for role placement for initial auditions and callbacks

Suggested Resources/Technology Tools

Basic Drama Projects -Fran Tanner
The Drama Teacher's Survival Guide #2 - Margaret F. Johnson
Play Directing in the School: A Drama Director's Survival Guide - David Grote
Putting on a Play: The Young Playwright's Guide to Scripting, Directing and Performing - Nancy Bentley, et al.
On Directing - Harold Clurman

Modifications

The learning activities are highly suitable to diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon the students in their class.

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:

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- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
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- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation

- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members 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

Unit 8

Mounting a Ten Minute Play

Summary and Rationale

In this final unit, students will have the option to mount a final performance of either an original ten minute play from the playwriting unit, or a published ten minute play. Students will be able to continue the roles they solidified in the preceding unit - actor, director, stage manager, or designer - and they may also take on more than one role. Actors and directors will be able to delve more deeply into character background and motivation and experiment with bolder stylistic choices. Directors will continue to communicate with cast and crew in order to successfully execute their vision.

This will culminate in fully produced ten-minute play performances on the black box stage with sets, props, costumes and other design elements.

*The teacher may consider an after-school or evening performance of the ten-minute plays in front of an invited audience as a celebration of the year.

Recommended Pacing

6-7 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Theatre: HS ([link](#))

Anchor Standard 2: Organizing and Developing Ideas

1.4.12prof.Cr2b	Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
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Anchor Standard 4: Selecting, analyzing, and interpreting work

1.4.12adv.Pr4b	Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
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Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or 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.

Anchor Standard 6: Conveying meaning through art

1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
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Anchor Standard 9: Applying criteria to evaluate products.

1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing devised or scripted theatre work..
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Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.4.12acc.Cn10a	Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.
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SEL: Social Emotional Learning Competencies ([link](#))

SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
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SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
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SEL.PK-12.3 Social	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others'
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Awareness	cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one's actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions

Interdisciplinary Connections

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Integration of Technology

Computer Science and Design Thinking (2020)

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8.2.12.NT.1	Nature of Technology: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Nature of Technology: Redesign an existing product to improve form or function.

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● The point of studying plays and scenes is to foster meaning-making, deeper emotional response and authentic decision making. ● Breaking accepted norms often gives rise to new forms of artistic expression. ● A director needs to have a singular vision and effective communication skills in order to lead the cast and crew to a successful final performance. 	<ul style="list-style-type: none"> ● Why is it essential to try various acting techniques in the study of a character? ● When and why should an actor take risks in character development and scene study? ● How can the director lead the cast and crew to a successful final performance?

Evidence of Learning (Assessments)

Formative: Monitoring students during the rehearsal process; check props lists, costume plans and movement notes during the rehearsal process; response to group feedback on a play; written evaluations of performances by fellow classmates

Summative: Final ten minute play performances, evaluated by teacher or student-generated rubric

Objectives (SLO)

<p>Students will know (Goals):</p> <ul style="list-style-type: none"> ● The point of studying plays and scenes is to foster meaning-making, deeper emotional response and authentic decision making. 	<p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> ● Determine the internal and external qualities of a character by designing a character outline <ul style="list-style-type: none"> ○ Motivation ○ Physical characteristics ○ Personality ○ Location ○ Period ○ Other essential traits ● Analyze a character study for a classmate using a student-generated outline
<ul style="list-style-type: none"> ● Breaking accepted norms often gives rise to new forms of artistic expression. 	<ul style="list-style-type: none"> ● Create and perform original scenes that show / explain why a character behaves the way he / she does in the play (example: what happens before the play begins?) ● Create improvisations that distinguish mood in order to gain a better understanding of their characters

- A director needs to have a singular vision and effective communication skills in order to lead the cast and crew to a successful final performance.

- Offer suggestions on blocking and characterization
- Make revisions throughout the rehearsal process
- Create a costumes/prop list
- Participate in at least one final dress rehearsal
- Effectively communicate with actors and designers in order to execute vision

Suggested Resources/Technology Tools

Theatre Games for the Classroom- Viola Spolin
Improvisation for the Theater - Viola Spolin
Basic Drama Projects- Fran Tanner
Games for Actors and Non-Actors - Augusto Boal
The Art of Direction – William Ball
The Drama Teacher’s Survival Guide #2 - Margaret F. Johnson

Modifications

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- Multiple mediums in project

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

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- 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