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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Exploring the Theatre					
Grade Level(s):	Grades 9-12					
Duration:	Full Year:	X	Semester:		Marking Period:	
Course Description:	<i>Exploring the Theatre</i> is designed for students with a strong interest in theatre and serves as an introduction to all phases of the theater experience. Students will delve into various aspects of theatre including: pantomime, improvisation, basic acting techniques, body movement, audition techniques, stagecraft, make-up, theater history and play production. Students will also learn techniques to improve memorization skills and conquer performance anxiety.					
Grading Procedures:	Major Assessments: 60% <ul style="list-style-type: none">i.e., Performances, Projects, Tests/Quizzes, Critiques Minor Assessments: 40% <ul style="list-style-type: none">i.e., Weekly Class Participation, Classwork, Journals, Independent Activities					
Primary Resources:	<i>Basic Drama Projects</i> (Tanner) <i>Everything About Theatre</i> (Lee) <i>The Theatre Experience</i> (Wilson) Lessons/Units: http://tedb.byu.edu/ ; https://www.theatrefolk.com/dta_curricula Supplementary texts and resources					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:	Casey Corigliano

Written: August 2024

Revised: _____

BOE Approval: _____

Unit Title: Acting Techniques and Styles

Unit Description: Throughout the course, students will be exposed to a variety of acting techniques, styles, and methods. It is expected that students will develop the tools necessary for analyzing, developing, and creating character(s) for performance.

Unit Duration: Ongoing

Desired Results

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing work.

Anchor Standard 9: Applying criteria to evaluate products.

Indicators

Imagine, Envision

1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work.

1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic.

Evaluate, Clarify, Realize

1.4.12prof.Cr3b: Practice devised or scripted theatre work using theatrical staging conventions.

Establish, Analyze

1.4.12prof.Pr5a: Identify and explore different pacing options per character to better communicate the story in a theatre work.

1.4.12prof.Pr5b: Explore and discover character choices using given circumstances in devised or scripted theatre work.

Share

1.4.12prof.Pr6a: Perform devised or scripted theatre work for a specific audience.

Examine, Discern

1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.

Critique

1.4.12prof.Re9a: Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.

1.4.12prof.Re9b: Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.

1.4.12prof.Re9c: Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

Understandings:

Students will understand that...

1. Theatre artists rely on intuition, curiosity, and critical inquiry.
2. Theatre artists refine their work and practice their craft through rehearsal.
3. Theatre artists make choices to convey meaning.
4. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
5. Theatre artists reflect to understand the impact of drama processes and theatre experiences.
6. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Questions:

1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
2. How do theatre artists transform and edit their initial ideas?
3. How do theatre artists use tools and techniques to communicate ideas and feelings?
4. What happens when theatre artists and audiences share creative experiences?
5. How do theatre artists comprehend the essence of drama processes and theatre experiences?
6. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Assessment Evidence

Performance Tasks:

- Analyze the physical, emotional and social attributes of characters to make informed choices about character development derived from information in the script and the social, political, historical circumstances of the play.
- Portray distinct characters that reflect physical, vocal and emotional choices in short and long form improvisation scenarios.
- Develop the voice and body instruments by utilizing established acting techniques such as: Stanislavsky, Hagen, Bogart (Viewpoints), and Laban.
- Demonstrate intentionality of the actor's choices by creating and performing physically, vocally and emotionally invested characters whose actions are justified by the script and/or situation.

Other Evidence:

<https://www.nationalartsstandards.org/mca/theatre>
<https://www.nationalartsstandards.org/content/theatre-high-school-student-work>

Benchmarks:

Rubrics and grading scales will be utilized for the various activities and projects. Resources such as Google Forms, Google Docs, Peer Evaluations and other applications will assist in the assessment process.

Other means of assessment include:

Homework
Classwork
Classroom Discussions
Reading Assignments
Writing Assignments
Teacher Observation
Unit Projects
Tests/Quizzes

Learning Plan

Learning Activities:

- Ensemble Work
- Character Analysis/Development
 - Dramatic Roles
 - Comic Roles
- Pantomime
 - Group Pantomime Activity
- Improvisation
 - Short Improvisation Scene
- Stanislavsky Acting Techniques
- Monologues and Short Scene Preparation and Performances

Resources:

- *Basic Drama Projects* (Tanner)
- *Everything About Theatre* (Lee)
- *The Theatre Experience* (Wilson)
- Lessons/Units: <http://tedb.byu.edu/>; https://www.theatrefolk.com/dta_curricula
- Supplementary texts and resources
- Selected internet videos dependent on instructor preference, utilizing culturally inclusive and age appropriate material

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing ideas.

4.0	Students will be able to: <ul style="list-style-type: none"> Research to construct ideas about the visual composition of devised or scripted theatre work. Use script analysis to generate ideas about a character that is believable and authentic.
3.0	Students will be able to: <ul style="list-style-type: none"> Research to discuss ideas about the visual composition of devised or scripted theatre work. Use script analysis to generate ideas about a character.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.

4.0	Students will be able to: <ul style="list-style-type: none"> Practice devised or scripted theatre work using theatrical staging conventions.
3.0	Students will be able to: <ul style="list-style-type: none"> Practice devised or scripted theatre work.
2.0	Students will be able to: <ul style="list-style-type: none"> Explore devised or scripted theatre work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

4.0	Students will be able to: <ul style="list-style-type: none"> Identify and explore different pacing options per character to better communicate the story in a theatre work. Explore and discover character choices using given circumstances in devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Identify different pacing options per character to better communicate the story in a theatre work. Explore character choices in a devised or scripted theatre work.
2.0	Students will be able to: <ul style="list-style-type: none"> Examine how character relationships assist in telling the story of devised or scripted theatre work. Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	Students will be able to: <ul style="list-style-type: none"> Perform devised or scripted theatre work for a specific audience.
3.0	Students will be able to: <ul style="list-style-type: none"> Practice devised or scripted theatre work for a specific audience.
2.0	Students will be able to: <ul style="list-style-type: none"> Perform a rehearsed theatrical work for an audience
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 7: Perceiving and analyzing work.	
4.0	Students will be able to: <ul style="list-style-type: none"> Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
3.0	Students will be able to: <ul style="list-style-type: none"> Collaboratively discuss how artistic choices in a theatrical work affect personal and peer reactions.
2.0	Students will be able to: <ul style="list-style-type: none"> Compare personal and peer reactions to artistic choices in a theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works. Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. Justify personal aesthetics, preferences, and beliefs through participation in and observation of devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Compare artistic choices developed from personal experiences in multiple devised or scripted theatre works. Identify cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. Explore personal aesthetics, preferences, and beliefs through participation in and observation of devised or scripted theatre work.
2.0	Students will be able to: <ul style="list-style-type: none"> Discuss how personal experiences affect artistic choices in a theatrical work. Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Title: Dramatic Literature and Dramaturgy

Unit Description: Throughout the course, students will be exposed to dramatic literature of different eras, different genres, and different themes. Students will examine plays by analyzing characters, interpreting plot and dialogue, and exploring the dramaturgical context surrounding the work and its history.

Unit Duration: Ongoing

Desired Results

Anchor Standard 3: Refining and completing products.

Anchor Standard 7: Perceiving and analyzing work.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Indicators

Evaluate, Clarify, Realize

1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.

Examine, Discern

1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.

Interpret

1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.

1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

Critique

1.4.12prof.Re9a: Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.

1.4.12prof.Re9b: Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.

1.4.12prof.Re9c: Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

Incorporate

1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

Affect, Expand

1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

Understandings:

Students will understand that...

1. Theatre artists refine their work and practice their craft through rehearsal.
2. Theatre artists reflect to understand the impact of drama processes and theatre experiences.
3. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
4. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Questions:

1. How do theatre artists transform and edit their initial ideas?
2. How do theatre artists comprehend the essence of drama processes and theatre experiences?
3. How can the same work of art communicate different messages to different people?
4. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
5. What happens when theatre artists foster understanding between self and others through

<p>5. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p> <p>6. As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</p>	<p>critical awareness, social responsibility, and the exploration of empathy?</p> <p>6. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was created. Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically. Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context. Analyze how dramatic literature and theatre is used to sway public opinion and question social norms. Examine the theatricality of rhetoric and public relations and its effect on public ethos. 	<p>Other Evidence:</p> <p>https://www.nationalartsstandards.org/mca/theatre</p> <p>https://www.nationalartsstandards.org/content/theatre-high-school-student-work</p>
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Benchmarks:

Rubrics and grading scales will be utilized for the various activities and projects. Resources such as Google Forms, Google Docs, Peer Evaluations and other applications will assist in the assessment process.

Other means of assessment include:

Homework
Classwork
Classroom Discussions
Reading Assignments
Writing Assignments
Teacher Observation
Unit Projects
Tests/Quizzes

Learning Plan

Learning Activities:

- The Playwright
 - Aristotle's Elements of Drama
- The Director and Producer
- The Cast
- Survey of Greek Drama: *Medea* (Euripedes), *Antigone* (Sophocles), *Agamemnon* (Aeschylus)
- Everyman* (Lindsay Price)
- The Menaechmi Twins*
- Everyman* (Lindsay Price)
- Anything Goes* (BBC Recording)

Resources:

- *Basic Drama Projects* (Tanner)
- *Everything About Theatre* (Lee)
- *The Theatre Experience* (Wilson)
- Lessons/Units: <http://tedb.byu.edu/>; https://www.theatrefolk.com/dta_curricula
- Supplementary texts and resources
- Selected internet videos dependent on instructor preference, utilizing culturally inclusive and age appropriate material

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 3: Refining and completing products.

4.0	Students will be able to: <ul style="list-style-type: none"> • Use script analysis to inform choices impacting the believability and authenticity of a character.
3.0	Students will be able to: <ul style="list-style-type: none"> • Make choices impacting the believability and authenticity of a character.
2.0	Students will be able to: <ul style="list-style-type: none"> • Make choices in a devised or scripted theatre performance.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 7: Perceiving and analyzing work.

4.0	Students will be able to: <ul style="list-style-type: none"> • Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
3.0	Students will be able to: <ul style="list-style-type: none"> • Collaboratively discuss how artistic choices in a theatrical work affect personal and peer reactions.
2.0	Students will be able to: <ul style="list-style-type: none"> • Compare personal and peer reactions to artistic choices in a theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.

4.0	Students will be able to: <ul style="list-style-type: none"> • Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering plays' history, culture, and political context. • Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.
3.0	Students will be able to: <ul style="list-style-type: none"> • Investigate various critique methodologies and apply the knowledge to respond to a theatrical work. • Assess the impact of a theatrical work on a specific audience.
2.0	Students will be able to: <ul style="list-style-type: none"> • Develop and implement a plan to evaluate drama/theatre work. • Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works. Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work. Justify personal aesthetics, preferences, and beliefs through participation in and observation of devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze how personal experiences affect artistic choices in a theatrical work. Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
2.0	Students will be able to: <ul style="list-style-type: none"> Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. and justify responses to drama/theatre work based on personal experience. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work. Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Examine a community issue through multiple perspectives in a theatrical work.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
4.0	Students will be able to: <ul style="list-style-type: none"> Integrate knowledge of cultural, global, and historic belief systems into creative choices in a devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Research the story elements of a staged drama/theatre work about global issues, including change, and discuss how a playwright might have intended a theatrical work to be produced.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify, respond to, and investigate connections to global issues including climate change, and other content areas in a dramatic/theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Title: Foundations of Theatre and Performance

Unit Description: Throughout the course, students will gain a comprehensive overview of theatre arts. Students will learn about and engage in activities that serve as the basic principles of theatre arts. Activities and topics can include: theatre games and activities, theatre terminology, business of theatre, speech and articulation skills, pantomime and improvisation, movement, warm-up and observation, and more.

Unit Duration: Ongoing

Desired Results

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 3: Refining and completing products.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Anchor Standard 6: Conveying meaning through art.

Anchor Standard 7: Perceiving and analyzing work.

Anchor Standard 8: Interpreting intent and meaning.

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Indicators

Plan, Construct

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Evaluate, Clarify, Realize

1.4.12prof.Cr3b: Practice devised or scripted theatre work using theatrical staging conventions.

Choose, Rehearse

1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.

Share

1.4.12prof.Pr6a: Perform devised or scripted theatre work for a specific audience.

Examine, Discern

1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.

1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.

Interpret

1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.

1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

Critique

1.4.12prof.Re9b: Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.

1.4.12prof.Re9c: Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

Incorporate

1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

<p>Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Theatre artists work to discover different ways of communicating meaning. 2. Theatre artists refine their work and practice their craft through rehearsal. 3. Theatre artists develop personal processes and skills for a performance or design. 4. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. 5. Theatre artists reflect to understand the impact of drama processes and theatre experiences. 6. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 7. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 8. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How, when, and why do theatre artists' choices change? 2. How do theatre artists transform and edit their initial ideas? 3. How do theatre artists fully prepare a performance or design? 4. What happens when theatre artists and audiences share creative experiences? 5. How do theatre artists comprehend the essence of drama processes and theatre experiences? 6. How can the same work of art communicate different messages to different people? 7. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? 8. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Evaluate the technical and artistic merits of a theatrical production within the context of its social, historical and/or political significance, craftsmanship, and originality as criteria for an informed response regarding the successful communication of the director's vision. • Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically. • Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context. • Ascertain the aesthetic of a theatrical production based on the technical production and performance values. • Examine applications and influences of technology in theatrical works and their impact on the performance and audiences' perception and experiences around the world. 	<p>Other Evidence:</p> <p>https://www.nationalartsstandards.org/mca/theatre</p> <p>https://www.nationalartsstandards.org/content/theatre-high-school-student-work</p>
<p>Benchmarks: Rubrics and grading scales will be utilized for the various activities and projects. Resources such as Google Forms, Google Docs, Peer Evaluations and other applications will assist in the assessment process.</p> <p>Other means of assessment include: Homework Classwork Classroom Discussions Reading Assignments Writing Assignments</p>	

Teacher Observation
Unit Projects
Tests/Quizzes

Learning Plan

Learning Activities:

- The Theatre and You
 - Elements of Theatre
- Warm-Up
 - Exercises
- Observation
 - Observation Activity
- Movement/Blocking
 - Parts of the Stage
 - Notating Stage Directions
- Theatre Critique/Review
- Other Forms of Theatre
 - Musical Theatre
 - Slam Poetry
 - Film/Television

Resources:

- *Basic Drama Projects* (Tanner)
- *Everything About Theatre* (Lee)
- *The Theatre Experience* (Wilson)
- Lessons/Units: <http://tedb.byu.edu/>; https://www.theatrefolk.com/dta_curricula
- Supplementary texts and resources

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 2: Organizing and developing ideas.

4.0	Students will be able to: <ul style="list-style-type: none"> • Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
3.0	Students will be able to: <ul style="list-style-type: none"> • Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify defined responsibilities required to present a drama/theatre work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.

4.0	Students will be able to: <ul style="list-style-type: none"> • Practice devised or scripted theatre work using theatrical staging conventions.
3.0	Students will be able to: <ul style="list-style-type: none"> • Practice devised or scripted theatre work.
2.0	Students will be able to:

	<ul style="list-style-type: none"> Explore devised or scripted theatre work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 4: Selecting, analyzing, and interpreting work.

4.0	Students will be able to: <ul style="list-style-type: none"> Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
3.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate focus and concentration by analyzing and refining choices in a devised or scripted theatre performance.
2.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate focus and concentration by exploring choices in a devised or scripted theatre performance.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.

4.0	Students will be able to: <ul style="list-style-type: none"> Perform devised or scripted theatre work for a specific audience.
3.0	Students will be able to: <ul style="list-style-type: none"> Perform a rehearsed theatrical work for an audience
2.0	Students will be able to: <ul style="list-style-type: none"> Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 7: Perceiving and analyzing work.

4.0	Students will be able to: <ul style="list-style-type: none"> Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique. Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
3.0	Students will be able to: <ul style="list-style-type: none"> Describe personal reactions to artistic choices in a theatrical work. Compare personal and peer reactions to artistic choices in a theatrical work
2.0	Students will be able to: <ul style="list-style-type: none"> Explore personal reactions to artistic choices in a theatrical work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.	
4.0	Students will be able to: <ul style="list-style-type: none"> Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline. Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.
3.0	Students will be able to: <ul style="list-style-type: none"> Justify the aesthetic choices created through the use of production elements in a theatrical work. Assess the impact of a theatrical work on a specific audience.
2.0	Students will be able to: <ul style="list-style-type: none"> Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works. Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Examine a community issue through multiple perspectives in a theatrical work.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Title: Technical Theatre	
Unit Description: Throughout the course, students will explore the backstage world of the theatre, investigating several areas of production and design from both a practical and a theoretical base. Topics can include: theatre and shop safety, scenic design and construction, scenic painting, lighting design and operation, sound design and operation, costume design and construction, hair and makeup design and application, stage management, career opportunities.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 8: Interpreting intent and meaning.	
Indicators	
<u>Imagine, Envision</u> 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work.	
<u>Evaluate, Clarify, Realize</u> 1.4.12prof.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.	
<u>Choose, Rehearse</u> 1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production	
<u>Interpret</u> 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Theatre artists rely on intuition, curiosity, and critical inquiry. 2. Theatre artists refine their work and practice their craft through rehearsal. 3. Theatre artists develop personal processes and skills for a performance or design. 4. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. 	Essential Questions: <ol style="list-style-type: none"> 1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? 2. How do theatre artists transform and edit their initial ideas? 3. How do theatre artists fully prepare a performance or design? 4. How can the same work of art communicate different messages to different people?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Design a character's makeup and costume using information from the script, historical contexts and other appropriate sources to inform the design. • Illustrate the attributes of safety, construction, and production of technical theatre elements. • Trace the development of technical aspects of theatre throughout major points of history. 	Other Evidence: https://www.nationalartsstandards.org/mca/theatre https://www.nationalartsstandards.org/content/theatre-high-school-student-work

<ul style="list-style-type: none"> • Evaluate the technical and artistic merits of a theatrical production within the context of its social, historical and/or political significance, craftsmanship, and originality as criteria for an informed response regarding the successful communication of the director's vision. • Ascertain the aesthetic of a theatrical production based on the technical production and performance values. 	
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Benchmarks:

Rubrics and grading scales will be utilized for the various activities and projects. Resources such as Google Forms, Google Docs, Peer Evaluations and other applications will assist in the assessment process.

Other means of assessment include:

Homework

Classwork

Classroom Discussions

Reading Assignments

Writing Assignments

Teacher Observation

Unit Projects

Tests/Quizzes

Learning Plan

Learning Activities:

- Theatre safety
- Who's Who in Theatre Personnel
- Overview of Theatre Design
 - Set Design/Construction
 - Shoebox Set Design Project
 - Lighting
 - Sound
 - Costume Design/Construction
 - Newspaper Costume Project
 - Make-Up and Hair
 - Props
 - Toilet Paper Prop Project

Resources:

- *Basic Drama Projects* (Tanner)
- *Everything About Theatre* (Lee)
- *The Theatre Experience* (Wilson)
- Lessons/Units: <http://tedb.byu.edu/>; https://www.theatrefolk.com/dta_curricula
- Supplementary texts and resources

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing ideas.

4.0	Students will be able to: <ul style="list-style-type: none"> • Explore the impact of technology on design choices in devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
2.0	Students will be able to: <ul style="list-style-type: none"> • Imagine, articulate, and design ideas for costumes, props, and sets that support the story, given circumstances, and characters in a drama/theatre work.

1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.

4.0	Students will be able to: <ul style="list-style-type: none"> Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Explore technical design choices that support the story of a scripted or devised theatre work.
2.0	Students will be able to: <ul style="list-style-type: none"> Explore technical design choices in a scripted or devised theatre work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 4: Selecting, analyzing, and interpreting work.

4.0	Students will be able to: <ul style="list-style-type: none"> Use technical elements to increase the impact of design for a theatre production.
3.0	Students will be able to: <ul style="list-style-type: none"> Use a variety of technical elements to create a design for a rehearsal or theatre production.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.

4.0	Students will be able to: <ul style="list-style-type: none"> Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
3.0	Students will be able to: <ul style="list-style-type: none"> Justify the aesthetic choices created through the use of production elements in a theatrical work.
2.0	Students will be able to: <ul style="list-style-type: none"> Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Title: Theatre History	
Unit Description: Throughout the course, students will study a variety of periods in the history of the theatre. This includes a study of the physical theatre, acting styles, costumes, sets, theories of drama, theatrical movements, and representative plays. Students will also explore the complex relationships between the dramatic text, theatrical productions, and audiences.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 2: Organizing and developing ideas. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
<u>Indicators</u>	
<u>Plan, Construct</u> 1.4.12prof.2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.	
<u>Incorporate</u> 1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.	
<u>Affect, Expand</u> 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Theatre artists work to discover different ways of communicating meaning. 2. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. 3. As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. 	Essential Questions: <ol style="list-style-type: none"> 1. How, when, and why do theatre artists' choices change? 2. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? 3. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Compare and contrast conventions of ancient and contemporary world theatrical forms. • Analyze theatrical styles that challenge the social mores/zeitgeist of various historical periods. • Differentiate ways that theatre has reflected and impacted the society and culture of its time in 	Other Evidence: https://www.nationalartsstandards.org/mca/theatre https://www.nationalartsstandards.org/content/theatre-high-school-student-work

<p>Western and non-Western theatrical traditions up to and including the 21st Century.</p> <ul style="list-style-type: none"> Analyze how the theatre experience has or has not changed across a spectrum of historical period. 	
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Benchmarks:

Rubrics and grading scales will be utilized for the various activities and projects. Resources such as Google Forms, Google Docs, Peer Evaluations and other applications will assist in the assessment process.

Other means of assessment include:

Homework
Classwork
Classroom Discussions
Reading Assignments
Writing Assignments
Teacher Observation
Unit Projects
Tests/Quizzes

Learning Plan

Learning Activities:

- The Dawn of Theatre: Early Peoples, Egyptian Theatre, Hebrew Theatre
- Greek Theatre History
- Greek Playwrights: Aeschylus, Euripedes, Sophocles
- Roman Theatre History
- Roman Playwright Study: Plautus
- Medieval Theatre History
- Mystery/Miracle/Morality Plays
- The Birth of American Musical Theatre

Resources:

- Basic Drama Projects* (Tanner)
- Everything About Theatre* (Lee)
- The Theatre Experience* (Wilson)
- Lessons/Units: <http://tedb.byu.edu/>; https://www.theatrefolk.com/dta_curricula
- Supplementary texts and resources
- Sselected internet videos dependent on instructor preference, utilizing culturally inclusive and age appropriate material

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 2: Organizing and developing ideas.

4.0	Students will be able to: <ul style="list-style-type: none"> Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Explore the function of history and culture in the development of devised or scripted theatre work.
2.0	Students will be able to: <ul style="list-style-type: none"> Explore history and culture in devised or scripted theatre work.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Examine a community issue through multiple perspectives in a theatrical work.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
4.0	Students will be able to: <ul style="list-style-type: none"> Integrate knowledge of cultural, global, and historic belief systems into creative choices in a devised or scripted theatre work. Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.
3.0	Students will be able to: <ul style="list-style-type: none"> Research the story elements of a staged drama/theatre work about global issues, including change, and discuss how a playwright might have intended a theatrical work to be produced. Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
2.0	Students will be able to: <ul style="list-style-type: none"> Identify, respond to, and investigate connections to global issues including climate change, and other content areas in a dramatic/theatrical work. Compare the drama/theatre conventions of a given time period with those of the present.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Greater percentage of core and supplemental standards/activities/performance tasks to be understood and completed independently, extra help provided only upon request.
Struggling Learners	Small group/ partnered instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements, additional teacher assistance.
English Language Learners	Modifications are required to be used in content-area classrooms where a student has limited English proficiency. These modifications are given based on the English proficiency of the student while maintaining the rigor of the content. Sheltered English Instruction strategies are utilized to provide students with limited English proficiency access to grade-level, mainstream content while promoting English proficiency development. NJDOE ELL Resources SEI Strategies for Visual Arts Can-Do Descriptions for Proficiency Levels Grades 9-12

Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.