



E<sup>4</sup>

Excellence through Equity, Engagement, and Environment



## Washington Township School District

Course Title:	Honors Theatre Performance Studio				
Grade Level(s):	Grades 11-12				
Duration:	Full Year:	X	Semester:		Marking Period:
Course Description:	<p>This course serves to provide intensive training for the serious theatre student. The goal of this course is to provide students who have demonstrated an interest in extending their knowledge and abilities with advanced training and opportunities in both performance and production skills. For the objectives and advanced mastery of this course to be fully achieved by the individual student, all students enrolled in this course are expected to participate in an end-of-year showcase, which will require commitment during after-school hours.</p> <p><b>Prerequisite(s):</b> Audition; teacher recommendation</p>				
Grading Procedures:	<p><b>Major Assessments:</b> 60%</p> <ul style="list-style-type: none"><li>i.e., Performances, Projects, Tests/Quizzes, Critiques</li></ul> <p><b>Minor Assessments:</b> 40%</p> <ul style="list-style-type: none"><li>i.e., Weekly Class Participation, Classwork, Journals, Independent Activities</li></ul>				
Primary Resources:	<p><i>Basic Drama Projects</i> (Tanner) <i>Everything About Theatre</i> (Lee) <i>The Theatre Experience</i> (Wilson) Lessons/Units: <a href="http://tedb.byu.edu/">http://tedb.byu.edu/</a>; <a href="https://www.theatrefolk.com/dta_curricula">https://www.theatrefolk.com/dta_curricula</a> Supplementary texts and resources</p>				

### 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 21<sup>st</sup> 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	
<b>Unit Description:</b> 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.	
<b>Unit Duration:</b> Ongoing	
Desired Results	
<b>Anchor Standard 1: Generating and conceptualizing ideas.</b> <b>Anchor Standard 3: Refining and completing products.</b> <b>Anchor Standard 4: Selecting, analyzing, and interpreting work.</b> <b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b> <b>Anchor Standard 6: Conveying meaning through art.</b> <b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b>	
Indicators	
<b><u>Imagine, Envision</u></b> <b>1.4.12adv.Cr1a:</b> Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work. <b>1.4.12adv.Cr1c:</b> Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.	
<b><u>Evaluate, Clarify, Realize</u></b> <b>1.4.12adv.Cr3a:</b> Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work. <b>1.4.12adv.Cr3b:</b> Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.	
<b><u>Choose, Rehearse</u></b> <b>1.4.12adv.Pr4a:</b> Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.	
<b><u>Establish, Analyze</u></b> <b>1.4.12adv.Pr5b:</b> Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.	
<b><u>Share</u></b> <b>1.4.12adv.Pr6a:</b> 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.	
<b><u>Incorporate</u></b> <b>1.4.12adv.Cn10a:</b> Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.	
<b>Understandings:</b> <i>Students will understand that...</i> <ol style="list-style-type: none"> <li>1. Theatre artists rely on intuition, curiosity, and critical inquiry.</li> <li>2. Theatre artists refine their work and practice their craft through rehearsal.</li> <li>3. Theatre artists develop personal processes and skills for a performance or design</li> <li>4. Theatre artists make choices to convey meaning.</li> <li>5. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</li> </ol>	<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>2. How do theatre artists transform and edit their initial ideas?</li> <li>3. How do theatre artists fully prepare a performance or design?</li> <li>4. How do theatre artists use tools and techniques to communicate ideas and feelings?</li> <li>5. What happens when theatre artists and audiences share creative experiences?</li> </ol>

6. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	6. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
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### Assessment Evidence

<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>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.</li> <li>Portray distinct characters that reflect physical, vocal and emotional choices in short and long form improvisation scenarios.</li> <li>Develop the voice and body instruments by utilizing established acting techniques such as: Stanislavsky, Hagen, Bogart (Viewpoints), and Laban.</li> <li>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.</li> </ul>	<b>Other Evidence:</b> <p><a href="https://www.nationalartsstandards.org/mca/theatre">https://www.nationalartsstandards.org/mca/theatre</a></p> <p><a href="https://www.nationalartsstandards.org/content/theatre-high-school-student-work">https://www.nationalartsstandards.org/content/theatre-high-school-student-work</a></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:

- Viewpoints (Anne Bogart) acting technique
- Viewpoints scene preparation and performance
- Thespian Festival preparation: monologues, scenes, musical theatre, etc.
- Class one-act play production
- Acting for film
- Silent film video 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](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.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.</li> <li>Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.</li> <li>Use personal experiences and knowledge to develop a character that is believable and authentic.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Research to construct ideas about the visual composition of devised or scripted theatre work.</li> <li>Use script analysis to generate ideas about a character that is believable and authentic.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Anchor Standard 3: Refining and completing products.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.</li> <li>Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.</li> <li>Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use script analysis to inform choices impacting the believability and authenticity of a character.</li> <li>Practice devised or scripted theatre work using theatrical staging conventions.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>

0.0	Even with help, no success
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Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and explore different pacing options per character to better communicate the story in a theatre work.</li> </ul>
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	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Perform devised or scripted theatre work for a specific audience.</li> </ul>
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	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.</li> </ul>
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 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 7: Perceiving and analyzing work**

**Anchor Standard 8: Interpreting intent and meaning.**

**Anchor Standard 9: Applying criteria to evaluate products.**

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

### Indicators

#### Imagine, Envision

**1.4.12adv.Cr1b:** Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.

#### Evaluate, Clarify, Realize

**1.4.12adv.Cr3c:** Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.

#### Establish, Analyze

**1.4.12adv.Pr5a:** Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.

#### Examine, Discern

**1.4.12adv.Re7a:** Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.

**1.4.12adv.Re7b:** Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.

#### Interpret

**1.4.12adv.Re8c:** Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.

#### Critique

**1.4.12adv.Re9a:** Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.

**1.4.12adv.Re9c:** Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.

#### Affect, Expand

**1.4.12adv.Cn11b:** Justify the creative choices made in a devised or scripted theatre work, based on a critical interpretation of specific data from theatre research.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Theatre artists rely on intuition, curiosity, and critical inquiry.</li> <li>2. Theatre artists refine their work and practice their craft through rehearsal.</li> <li>3. Theatre artists make choices to convey meaning.</li> <li>4. Theatre artists reflect to understand the impact of drama processes and theatre experiences.</li> <li>5. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics</li> <li>6. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</li> <li>7. 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.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>2. How do theatre artists transform and edit their initial ideas?</li> <li>3. How do theatre artists use tools and techniques to communicate ideas and feelings?</li> <li>4. How do theatre artists comprehend the essence of drama processes and theatre experiences?</li> <li>5. How can the same work of art communicate different messages to different people?</li> <li>6. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</li> <li>7. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</li> </ol>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically.</li> <li>• Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context.</li> <li>• Analyze how dramatic literature and theatre is used to sway public opinion and question social norms.</li> <li>• Examine the theatricality of rhetoric and public relations and its effect on public ethos.</li> </ul>	<p><b>Other Evidence:</b></p> <p><a href="https://www.nationalartsstandards.org/mca/theatre">https://www.nationalartsstandards.org/mca/theatre</a>  <a href="https://www.nationalartsstandards.org/content/theatre-high-school-student-work">https://www.nationalartsstandards.org/content/theatre-high-school-student-work</a></p>
<p><b>Benchmarks:</b>  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  Teacher Observation  Unit Projects  Tests/Quizzes</p>	



## Learning Plan

### Learning Activities:

- *The Thanksgiving Play* (Larissa Fasthorse)
- African-American Drama (Literature Circles)
  - *Schoolgirls, or the African Mean Girls Play* (Jocelyn Bioh)
  - *Fairview* (Jackie Sibblies Drury)
  - *Pipeline* (Dominique Morisseau)
  - *Clyde's* (Lynn Nottage)
  - *Fences* (August Wilson)
- *RENT* (Live on Broadway Recording)
- Jewish-American Drama Play Study (Independently)
  - [Suggested Plays](#)
- Dramaturgy
- The Dramaturgical Protocol Assignment

### 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](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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Understand and apply technology to design choices for devised or scripted theatre work.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explore the impact of technology on design choices in devised or scripted theatre work.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Anchor Standard 3: Refining and completing products.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>



<b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and explore different pacing options per character to better communicate the story in a theatre work.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Anchor Standard 7: Perceiving and analyzing work.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.</li> <li>Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Respond to what is seen, felt, and heard in devised or scripted theatre work to develop criteria for artistic choices.</li> <li>Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.</li> <li>Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Anchor Standard 8: Interpreting intent and meaning.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Anchor Standard 9: Applying criteria to evaluate products.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.</li> <li>• Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing devised or scripted theatre work.</li> <li>• Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of devised or scripted theatre work.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.</li> <li>• Justify personal aesthetics, preferences, and beliefs through participation in and observation of devised or scripted theatre work.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Justify the creative choices made in a devised or scripted theatre work, based on a critical interpretation of specific data from theatre research.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

## 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 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 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

#### Plan, Construct

**1.4.12adv.Cr2b:** Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.

#### Establish, Analyze

**1.4.12adv.Pr5a:** Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.

#### Share

**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.

#### Examine, Discern

**1.4.12adv.Re7a:** Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.

#### Interpret

**1.4.12adv.Re8c:** Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.

#### Critique

**1.4.12adv.Re9a:** Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.

#### Incorporate

**1.4.12adv.Cn10a:** Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.

#### Affect, Expand

**1.4.12adv.Cn11a:** Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.

**Understandings:**

*Students will understand that...*

1. Theatre artists work to discover different ways of communicating meaning.
2. Theatre artists make choices to convey meaning.
3. Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
4. Theatre artists reflect to understand the impact of drama processes and theatre experiences.
5. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
6. Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
7. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
8. 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:**

1. How, when, and why do theatre artists' choices change?
2. How do theatre artists use tools and techniques to communicate ideas and feelings?
3. What happens when theatre artists and audiences share creative experiences?
4. How do theatre artists comprehend the essence of drama processes and theatre experiences?
5. How can the same work of art communicate different messages to different people?
6. How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
7. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
8. 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:**

- 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.

**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-building games and activities
- Devised theatre process
- Devised theatre original work creation
- Production team responsibilities for class one-act play production

**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](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.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and explore different pacing options per character to better communicate the story in a theatre work.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Anchor Standard 6: Conveying meaning through art.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Perform devised or scripted theatre work for a specific audience.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Anchor Standard 7: Perceiving and analyzing work.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Respond to what is seen, felt, and heard in devised or scripted theatre work to develop criteria for artistic choices.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Anchor Standard 8: Interpreting intent and meaning.</b>
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<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

#### **Anchor Standard 9: Applying criteria to evaluate products.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing devised or scripted theatre work.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

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



<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Integrate knowledge of cultural, global, and historic belief systems into creative choices in a devised or scripted theatre work.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

**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 2: Organizing and developing ideas.**

**Anchor Standard 3: Refining and completing products.**

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

**Anchor Standard 8: Interpreting intent and meaning.**

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

## Indicators

### Imagine, Envision

**1.4.12adv.Cr1a:** Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.

### Plan, Construct

**1.4.12adv.Cr2a:** Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.

### Evaluate, Clarify, Realize

**1.4.12adv.Cr3b:** Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.

**1.4.12adv.Cr3c:** Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.

### Choose, Rehearse

**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.

### Interpret

**1.4.12adv.Re8b:** Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.

### Affect, Expand

**1.4.12adv.Cn11b:** Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.

### **Understandings:**

*Students will understand that...*

1. Theatre artists rely on intuition, curiosity, and critical inquiry.
2. Theatre artists work to discover different ways of communicating meaning.
3. Theatre artists refine their work and practice their craft through rehearsal.
4. Theatre artists develop personal processes and skills for a performance or design.
5. Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
6. As theatre is created and experienced, personal experiences and knowledge are synthesized to

### **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, when, and why do theatre artists' choices change?
3. How do theatre artists transform and edit their initial ideas?
4. How do theatre artists fully prepare a performance or design?
5. How can the same work of art communicate different messages to different people?
6. What happens when theatre artists allow an understanding of themselves and the world to inform

interpret meaning and analyze the way in which the world may be understood.	perceptions about theatre and the purpose of their work?
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### Assessment Evidence

<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Design a character's makeup and costume using information from the script, historical contexts and other appropriate sources to inform the design.</li> <li>Illustrate the attributes of safety, construction, and production of technical theatre elements.</li> <li>Trace the development of technical aspects of theatre throughout major points of history.</li> <li>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.</li> <li>Ascertain the aesthetic of a theatrical production based on the technical production and performance values.</li> </ul>	<b>Other Evidence:</b> <p><a href="https://www.nationalartsstandards.org/mca/theatre">https://www.nationalartsstandards.org/mca/theatre</a></p> <p><a href="https://www.nationalartsstandards.org/content/theatre-high-school-student-work">https://www.nationalartsstandards.org/content/theatre-high-school-student-work</a></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:

- Theatre safety
- Theatrical Design
- Theatrical Design Project (Scenic/Lighting/Costume/Make-up and Hair)
- Technical responsibilities for class one-act play production

#### 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](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	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Research to construct ideas about the visual composition of devised or scripted theatre work.</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
0.0	<b>Even with help, no success</b>

### Anchor Standard 2: Organizing and developing ideas.

4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
0.0	<b>Even with help, no success</b>

### Anchor Standard 3: Refining and completing products.

4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.</li> <li>Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.</li> <li>Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Practice devised or scripted theatre work using theatrical staging conventions.</li> <li>Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
0.0	<b>Even with help, no success</b>

Anchor Standard 4: Selecting, analyzing, and interpreting work.	
4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Apply theatrical elements and research to create a design that communicates the concept of a theatre production.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use technical elements to increase the impact of design for a theatre production.</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
0.0	<b>Even with help, no success</b>

Anchor Standard 8: Interpreting intent and meaning.	
4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Construct meaning in a devised or scripted theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
0.0	<b>Even with help, no success</b>

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
4.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Justify the creative choices made in a devised or scripted theatre work, based on a critical interpretation of specific data from theatre research.</li> </ul>
3.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.</li> </ul>
2.0	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
0.0	<b>Even with help, no success</b>

Unit Title: Theatre History	
<b>Unit Description:</b> 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.	
<b>Unit Duration:</b> Ongoing	
Desired Results	
<b>Anchor Standard 7: Perceiving and analyzing work.</b> <b>Anchor Standard 8: Interpreting intent and meaning.</b> <b>Anchor Standard 9: Applying criteria to evaluate products.</b> <b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
Indicators	
<b>Examine, Discern</b> <b>1.4.12adv.Re7b:</b> Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.	
<b>Interpret</b> <b>1.4.12adv.Re8a:</b> Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices. <b>1.4.12adv.Re8b:</b> Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.	
<b>Critique</b> <b>1.4.12adv.Re9b:</b> Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.	
<b>Affect, Expand</b> <b>1.4.12adv.Cn11a:</b> Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.	
<b>Understandings:</b> <i>Students will understand that...</i> <ol style="list-style-type: none"> <li>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</li> <li>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</li> <li>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</li> <li>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.</li> </ol>	<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>How do theatre artists comprehend the essence of drama processes and theatre experiences?</li> <li>How can the same work of art communicate different messages to different people?</li> <li>How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</li> <li>What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</li> </ol>
Assessment Evidence	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Compare and contrast conventions of ancient and contemporary world theatrical forms.</li> <li>Analyze theatrical styles that challenge the social mores/zeitgeist of various historical periods.</li> </ul>	<b>Other Evidence:</b> <a href="https://www.nationalartsstandards.org/mca/theatre">https://www.nationalartsstandards.org/mca/theatre</a> <a href="https://www.nationalartsstandards.org/content/theatre-high-school-student-work">https://www.nationalartsstandards.org/content/theatre-high-school-student-work</a>

<ul style="list-style-type: none"> <li>Differentiate ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions up to and including the 21st Century.</li> <li>Analyze how the theatre experience has or has not changed across a spectrum of historical period.</li> </ul>	
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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:**

- First Nations/Indigenous American Drama
- African American Drama and Playwrights
- African American Play Study
- Musical Theatre History (1960s-2000s)
- Jewish American Drama
- Jewish American Play Study

#### **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](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 7: Perceiving and analyzing work.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>



<b>Anchor Standard 8: Interpreting intent and meaning.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.</li> <li>Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>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.</li> <li>Construct meaning in a devised or scripted theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>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.</li> <li>Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Anchor Standard 9: Applying criteria to evaluate products.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Integrate knowledge of cultural, global, and historic belief systems into creative choices in a devised or scripted theatre work.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Greater percentage of core and supplemental standards/activities/performance tasks to be understood and completed independently, extra help provided only upon request.
<b>Struggling Learners</b>	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.
<b>English Language Learners</b>	<p>Modifications are <b>required</b> 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.</p> <p><a href="#">NJDOE ELL Resources</a>  <a href="#">SEI Strategies for Visual Arts</a>  <a href="#">Can-Do Descriptions for Proficiency Levels Grades 9-12</a></p>
<b>Learners with an IEP</b>	<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"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## 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 21<sup>st</sup> 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.