

World of Theater Overview

Content Area: **Theatre**
Course(s): **WORLD OF THEATRE**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

This elective is open to any student with a love of the theater. The course will advance the students' acting and oral communication skills as well as his or her appreciation of the theater. The class will include activities such as improvisation, pantomime, directing, character creation, analysis, and critique and scene performance.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics		8. Technology Literacy			

Textbooks and other resources

COURSE RESOURCES

Course Packet and handouts (provided by teacher)

Props

DVDs (*Whose Line is It Anyway?*, *Videos of live performances*, *Whoopi Goldberg*, etc.)

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 <u>Introduction to class, instructor and peers</u> Students will review guidelines for the classroom and sign a course contract stating that they understand and implement the rules. Students will play the various introduction games in order to establish a positive, collaborative and cooperative classroom environment.	1.1.8.C.2 (M)	1	5 days	Participation Assessments Signed contracts
Unit 2 A <u>Vocabulary</u> Students will learn technical and performance theater vocabulary. Students will apply and demonstrate mastery of vocabulary.	1.3.8.C.1 (M) 1.1.8.A.2 (M) 1.1.8.C.4 (M) 1.1.12.C.2 (D) CRP.K-12.CRP2.1 (D)	1	(Ongoing) 15+ days	Student Self Assessment Unit Test
Unit 2B <u>Physical Acting</u> Students will develop confidence; demonstrate the ability to perform appropriately with their whole body with knowledge of principals of stage movement. Exercises may include: Mime, Expert translators improvisation, blind walk, mime without speaking, silent day, relaxation visualization, open scenes, etc.	1.3.8.C.2 (M) 1.3.8.C.1 (M) 1.1.5.C.4 (R) 1.3.8.C.2 (D)	1	(Ongoing) 10 days	Performance Assessments Student Self Assessment Student Peer Assessment
Unit 3 <u>Storytelling</u> Students will demonstrate the ability to write, rehearse and perform a monologue. Students will develop a costume design, blocking and props or	1.1.8.C.2 (M) 1.1.8.C.3 (M) 1.2.8.A.2 (M)	1	15 days	Student Self Assessment Participation Assessment

any theatre techniques as needed, in order to create a 3-D character to perform on stage.	1.2.8.A.3 (M) 1.3.8.C.1 (M) 1.4.8.A.6 (M) 1.1.12.C.3 (D) 1.4.8.A.5 (D) 1.3.8.C.2 (M) 1.1.12.C.3 (D) 1.4.8.A.7 (M) 1.4.12.A.3 (D) 1.1.12.C.2 (D) 1.1.12.C.3 (D) RL.8.2 (D) RL.8.3 (D) RL.8.4 (D) SL.8.4. (D) SL.8.5. (D) SL.8.6. (D) W.8.3 (D)			
Unit 4 <u>Vocal Techniques</u> Students will learn how to present appropriate stage projection, accent, characterization, tone, pitch, and articulation. Exercises may include: tongue twisters, breath control, relaxation exercises, warm-ups, culminating in radio commercials and final scene presentations	1.1.8.C.2 (M) 1.1.8.C.3 (M) 1.1.8.C.2 (M)	2	10 Days (Ongoing)	Assessments Student Self Assessment Student Peer Assessment Participation Assessment
Unit 5 <u>Dialogue Scenes</u> Students will demonstrate the ability to prepare, analyze, practice and collaboratively work with a partner on a contemporary dramatic or comedic scene. Students will develop a character biography, costume design, scene design, blocking map in order to create fully developed character and	1.1.8.C.1 (M) 1.1.8.C.2 (M) 1.1.8.C.3 (M) 1.2.8.A.2 (M)	2	40 days	Performance Assessment Student Self Assessment

collaborate on a cohesive performance with their scene partner.	1.2.8.A.3 (M) 1.3.8.C.1 (M) 1.3.8.C.2 (M) 1.4.8.A.7 (M) 1.4.8.A.6 (M) 1.1.12.C.2 (D) 1.1.12.C.3 (D) 1.4.12.A.3 (D) RL.8.2 (D) RL.8.3 (D) RL.8.4 (D) SL.8.4. (D) SL.8.5. (D) SL.8.6. (D)			
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LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
VPA.1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
VPA.1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.

VPA.1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
VPA.1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
VPA.1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
VPA.1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
VPA.1.3.12.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of

dance, music, theatre, and visual art.

VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be based on the average of:

- Class participation
- Monologue performance
- Scene performance
- Written assignments
- Tests and quizzes

Final course grades will be based on:

- Marking period grades (weighted 50% each)
- Final exam is included in the second marking period grade

In terms of proficiency level the East Brunswick grades equate to:

A Excellent Advanced Proficient

B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In World of Theater, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

#2272 World of Theatre (Churchill Junior High School)

Projected Number of Students	School #’s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Course Initial Adoption
250	055	A	S	8-9	2.5	210	E	10/08/1999

