

# Theater Cycle 6 Overview

Content Area: **Theatre**  
Course(s): **Theatre Cycle 6**  
Time Period:  
Length: **N/A**  
Status: **Published**

## **Course Overview**

### **COURSE DESCRIPTION**

The 6<sup>th</sup> Grade Theatre Arts course is designed to introduce students to Theatre Arts through play performance. As the students study the process of play production they will reinforce earlier experiences in such areas as aesthetic awareness, perceptual skills, problem solving, and critical thinking. Particular attention will be given to relaxation techniques to manage anxiety, speaking clearly with good volume, principles of stage movement, vocal and physical characterization, group communication, concentration and imagination.

### **PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS**

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

## **Textbooks and other resources**

### **COURSE RESOURCES**

Websites

Reference Books

Videos

Articles

Flats and Backdrops

Various Costumes and Props

## Standards

### COURSE SCOPE AND SEQUENCE CHART

Unit Description:	Associated CPI's to be Achieved	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 <u>Managing Stage Fright</u>  Discuss symptoms, causes, and multiple techniques for alleviating anxiety. Practice physical and mental exercises that control breathing to reduce anxiety.	1.1.8.C.2 (D) 1.3.8.C.2 (D) <i>2.1.4.E.4 (M)</i> <i>2.1.6.E.3 (D)</i>	2 days (ongoing as needed)	Performance Assessments Student Self Assessment Unit Test
Unit 2 <u>Vocal Clarity</u>  Practice tongue twisters and present a tongue twister for class. Play game that requires student to demonstrate speaking skills. Perform a speaking part in a play.	1.1.8.C.2 (D) 1.1.8.C.3 (D) 1.3.8.C.2 (D) 1.3.5.C.2 (M) 1.4.5.A.1 (M) <i>3.3.6.A.7 (D)</i>	3 days (ongoing as needed)	Performance Assessments Student Self Assessment
Unit 3 <u>Pantomime Performance</u>  Complete a real world observation for subject	1.1.8.C.2 (D) 1.1.5.C.2 (M)	5 Days	Performance Assessments Student Self Assessment

matter. Practice showing size, shape, and weight of imaginary objects. Practice maintaining concentration and characterization for a full minute. Perform pantomime for class.	1.1.5.C.4 (M) 1.3.8.C.2 (D) 1.3.5.C.2 (M) 1.4.5.A.1(M) 1.4.5.B.1(M)		Student Peer Assessment
Unit 4 <u>Basic Stage Information</u>  Stage terminology, stage areas, stage positions, abbreviations used for script notations, and principles of stage movement.	1.1.8.C.4 (D) 1.2.5.A.2 (M) 1.2.8.A.1 (D) 1.4.5.A.1 (M)	18 days	Performance Assessments  Student Self Assessment  Unit Test
Unit 5 <u>Play Production</u>  Read and help class select plays. Audition for a play. Create a vocal and physical characterization for an assigned part. Work cooperatively with cast members to block movement of the play and record individual blocking in script. Memorize assigned lines and cues. Rehearse daily with cast and perform play for the class.	1.1.5.C.1 (M) 1.1.5.C.2 (M) 1.1.5.C.3 (M) 1.1.5.C.4 (M) 1.1.8.C.1 (D) 1.1.8.C.2 (D) 1.1.8.C.3 (D) 1.2.8.A.2 (D) 1.2.8.A.3 (D) 1.3.5.C.2 (M) 1.3.8.C.1 (D) 1.3.8.C.2 (D) 1.4.5.B.5 (M) 3.3.6.D.7 (D)  CRP.K-12.CRP2 (D)  CRP.K-12.CRP11 (D)  CRP.K-	18 days	Performance Assessments  Student Self Assessment  Unit Test

	<i>12.CRP6</i> <i>(D)</i> <i>CRP.K-12.CRP8</i> <i>(D)</i>		
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LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
HPE.2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
HPE.2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
VPA.1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
VPA.1.1.5.C.2	Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
VPA.1.1.5.C.3	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
VPA.1.1.5.C.4	Explain the function of sensory recall and apply it to character development.
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.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
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.1.3.5.C.2	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

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.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

## **Grading and Evaluation Guidelines**

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### **GRADING PROCEDURES**

1. Participation and Practice
  1. Based on actual practice time spent on task
  2. Based on attitude and effort
2. Performances and Tests
  1. Based on percentage of correct answers on a written test.
  2. Based on announced criteria for the performance.
3. Folder and Written Assignments
  1. Based on dated, neat, and complete Do Now entries
  2. Based on completion of blocking in script and other worksheets.

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	Not Proficient

### **COURSE EVALUATION**

In 6<sup>th</sup> Grade Theatre Arts Cycle, 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

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### #3262 6<sup>th</sup> Grade Theatre Arts Cycle (Hammarskjold Middle School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Date of initial adoption
750	056	A	Q	6	0.00	210	R	10/20/1988