

# Theater Cycle 7 Overview

Content Area: **Theatre**  
Course(s): **Theatre Cycle 7**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

### COURSE DESCRIPTION

Developing speaking skills, personal presentation skills, self-confidence and strategies for memorization are the results of such a course. Emphasis will be placed on development and increased understanding of performance skill. Students will utilize acting techniques and terminology, solo and group performances, improvisational exercises, monologue study and critique to enhance personal 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        |   | 7. World Languages            |  |   |   |
| 4. Mathematics                   |   | 8. Technology Literacy        |  |   |   |

## Textbooks and other resources

### COURSE RESOURCES

- Teacher created worksheet and article packet
- Improvisation for the Theatre DVD
- Age appropriate monologues

## Standards

## COURSE SCOPE AND SEQUENCE CHART

| Sequential Unit Description:   | Other Pacing Guide References | Associated CPI's to be Achieved  | Proficiency (Summative) Assessments  |
|--|-------------------------------|--|--|
| Unit 1 Basic Theatre Skills & Terms Review Discuss class procedures; team building exercises; develop focus and concentration skills; breathing exercises; stage voice exercises; identify areas of the stage; identify areas of the house   | 1 week                        | 1.1.8.C.2 (R)<br>1.1.8.C.3 (R)<br>1.1.8.C.4 (D)  | Stage Voice Use<br>Areas of the Theatre Diagram & Application Activity               |
| Unit 2 Improvisation Watch the DVD <u>Improv for the Theatre</u> ; explain the meaning, purpose and benefits of Improv; discuss various Improv terms from the video; participate in various Improv warm-ups and exercises; present Improv scenes that have a clear beginning middle and end; define and present Improv scenes with a character objective in mind; present a solo Improv scene using a “platform”; demonstrate knowledge of Improv unit also through a written test   | 2.5 weeks                     | 1.2.8.A.1 (D)<br>1.2.8.A.2 (D)<br>1.2.8.A.3 (D)<br>1.3.8.C.1 (D)<br>1.3.8.C.2 (D)<br><i>CRP.K-12.CRP9(D)</i><br><i>CRP.K-12.CRP12(D)</i>                                   | Improv Scenes<br>Improv Written Test   |
| Unit 3 Monologues Discuss how to select a monologue; students select a monologue from a teacher given monologue packet; discuss memorization techniques; memorize monologue; recite monologue from memory; discuss character development; complete character sketch; rehearse for monologue performance; review performance rubric; present monologue to the class; discuss constructive criticism; critique peer performances; watch video's of student performances; complete a self-critique of performance; apply comments and feedback to 2 <sup>nd</sup> performance if time permits | 3.5 weeks                     | 1.3.8.C.1 (D)<br>1.3.8.C.2 (D)<br>1.4.8.A.1 (D)<br>1.4.8.A.5 (D)<br>1.4.8.A.6 (D)<br>1.4.8.B.1 (D)<br>1.4.8.B.2 (D)<br><i>CRP.K-12.CRP9(D)</i><br><i>CRP.K-12.CRP12(D)</i> | Oral memorization test<br>Monologue Performance<br>Character Sketch<br>Peer Critique |

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|----------------|--|
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.   |
| 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.1.2.8.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.1.3.8.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.1.4.8.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.5  | Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.  |
| 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.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.  |

## **Grading and Evaluation Guidelines**

### **GRADING PROCEDURES**

#### 40% Participation and Practice

- Based on overall attitude, effort and amount of time spent on preparation

### 30% Tests and Performances

Based on demonstration of required elements

- Written test on Improvisation
- Monologue memorization test
- Monologue performance

### 30% Written Work

Based on neatness, quality of work and timeliness

- Character Sketch
- Peer Critique's
- Self-Critique
- Do Now's
- Class contract

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 7<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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**# 3263 Theater Arts Cycle Grade 7 (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             | 7           | 0.00    | 210           | R                 | 10/28/1998               |