

**TheaterArts/Drama
Grade: 6-8
Fine & Performing Arts
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Date

Education Item 10

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Fine & Performing Arts Department Philosophy

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

Fine & Performing Arts Department Goals

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

I. Course Description

This course is designed to introduce basic acting and theater techniques. Through skill development in movement, use of voice and character portrayal, students will explore the performance medium of the actor. Aspects of technical theater including sound and lighting, as well as stage direction will also be introduced. Students will also be given an introductory experience to all aspects of a musical theater production. Students will also study, singing, dancing, musical theater history, direction and technical theater including costuming, set design, lighting and sound.

II. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

B. 21st Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:
<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:
<https://www.nj.gov/education/holocaust/>

E. LGBTQ Mandate...

- The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.

F. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

III. General Interdisciplinary Connections

In theatre classes, students use visual aids or read scripts which associates to language arts classes. In addition, classes relate to social studies through the connection of theatre to various regions of the world and time periods/genres from which they derive.

IV. Pacing Guide

First Marking Period	2 weeks – Introduction to Drama 2 weeks – Building an Ensemble 3 weeks – Tableau 3 weeks – Pantomime
Second Marking Period	2 weeks – Greek Theater 4 weeks – Character Work 4 weeks – Improvisation
Third Marking Period	2 weeks – Monologue Work 2 weeks – Scene Work 4 weeks – Public Speaking 2 weeks – Production Roles
Fourth Marking Period	2 weeks – Production Roles 5 weeks – Comedy Writing & Performance (Sketch & Stand-Up) 3 weeks – Film Study

V. Accommodations, Modifications, and Teacher Strategies

(specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> Teacher Presentation Student Presentation Class Discussion Socratic Discussion Reading for Meaning Inquiry Design Model Interactive Lecture Interactive Notetaking Compare and Contrast Research Based Problem Based Project Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in “chunks” Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster’s ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in “chunks” Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill

<ul style="list-style-type: none"> • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 		<ul style="list-style-type: none"> • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate
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VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

VIII. Resources

BOOKS

A Challenge for the Actor, Uta Hagen, Scribner, New York 1991
Acting, Curt Daw, Reed Elsevier Inc., New Hampshire 1997
Acting, The Creative Process. Howdie Albright, Dickenson, Publishing Co., Belmont, CA 1967
Basic Drama Projects, 6th Edition, Fran Averett Tanner, Clark Publishing Inc., Topeka, KA 1995
Comedy Improvisation, Delton T. Horn, Meriwether Publishing Ltd., Colorado 1991
Contemporary Scenes for Student Actors, Edited by Schulman/Mekler, Penguin Books, New York 1980
Creative Drama for the Classroom Teacher, Ruth Beall Hiening, Englewood Cliffs, NJ, Prentice-Hall, Inc. 1993
Development through Drama, Brian Way, Humanities Press, 1967
Dynamics of Acting, John Snyder and Michael P. Drumsta, National Textbooks Co., Skokie, Ill 1981
Introduction to Theatre Arts, Suzi Zimmerman, Meriweather Publishing, Colorado Springs, CO 2004
Improvisation Starters, Philip Bernardi, Betterway Books, Cincinnati 1992
111 One Minute Monologues For Teens, L.E. McCullough, Smith & Kraus Inc, Hanover, NH, 2000
Playing Scenes, Gerald Lee Ratliff, Meriwether Publishing Ltd., Colorado 1993 Rehearsal, Miriam A Franklin, Prentice-Hall Inc., 1972
Scenic Art for the Theatre, Crabtree/Beudert, Focal Press, Boston 1998
Theatre for Young Audiences, Ed Coleman A Jennings, St. Martin Press, 1998 Theatre, Robert Cohen, Mayfield Publishing Co., Mountain View, California 1997
The Stage & The School, Schanker/Ommanney, McGraw-Hill, New York 1989
Twenty-Four Favorite One-Act Plays, Bennett Cerf & , Van H Cartmell, Dolphin Books, Garden City, New York 1958
Stage Makeup, 8th Edition, Richard Corson, Prentiss Hall, New Jersey 1990

VIDEO, SCRIPTS, and AUDIO RECORDINGS

A Chorus Line
A Flea in Her Ear
A Midsummer's Night Dream A Raisin' in the Sun
A Streetcar Named Desire
A View from the Bridge Antigone

Anything Goes
Brighton Beach Memoirs
Camino Real
Chicago
Death of A Salesman
Dracula
Everyman
Fences
The King And I
Les Miserables
Long Day's Journey Into Night Medea
Merchant of Venice
Mornings at Seven
Mother Courage and Her Children Noises Off
Oedipus the King
Oklahoma
Our Town
Peter Pan
Romeo & Juliet
The Brick and the Rose
The Devil and Daniel Webster The Diary of Anne Frank
The Glass Menagerie
The Importance of Being Earnest The Iceman Cometh
The Lark
The Odd Couple
The Phantom of the Opera
The Rose Tattoo
The Sound of Music
The Tempest
The Zoo Story
Sorry, Wrong Number
South Pacific
Stalag 17
Stomp
Ubu Roi
Under Milk Wood
Waiting for Godot
West Side Story

Unit #1: Introduction to Drama

Essential Questions:

- How do social skills, social norms, and maintaining healthy relationships influence the creative process?
- How can an artist's relationship with others impact the performance/presentation/production of artistic works?

Enduring Understanding:

- Artists conceptualize and generate ideas and works in relationship with others.
- Artists explore, establish, and maintain healthy relationships through comradery, safe space and/or a sense of belonging and purpose.

Students will be able to:

Goals/Objectives

- Know and implement the classroom guidelines and procedures.
- Spend time getting to know and getting comfortable with their peers.
- Consistently demonstrate the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness).
- Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group.

Students will know:

Learning Targets/ Skills

- The classroom guidelines and procedures and be set up well for a successfully year/semester.
- The peers in their class and therefore be more inclined to take risks and perform in front of their classmates.

Suggested Experiences:

- Students will watch classroom guideline and procedures video clips and answer questions via kahoot, gameshow review, etc.
- Students will participate in various icebreakers such as "Common Ground," "This or That," "Wolves & Sheep," "Taboo," etc.

Unit #2: Building an Ensemble

Overview: Students will begin the process of learning how to work together as an ensemble of actors. They will learn how to tell stories together as an ensemble using their voice, body and imagination.

Essential Questions:

- How can an ensemble of actors work together to tell a story onstage?
- How do social skills, social norms, and maintaining healthy relationships influence the creative process?
- How can an artist's relationship with others impact the performance/presentation/production of artistic works?
- How do artists generate creative ideas?
- How do artists make creative decisions?

Enduring Understanding:

- Artists conceptualize and generate ideas and works in relationship with others.
- Artists are able to explain their intent and creative choices in constructive ways.
- Maintaining professional communication, sustaining healthy relationships, and fostering collaboration can greatly enhance the performance/presentation/production of an artistic work.
- The performance/presentation/production of an artistic work is enhanced by seeking help from others.
- Artists explore, establish, and maintain healthy relationships through comradery, safe space and/or a sense of belonging and purpose.

Students will be able to:

Goals/Objectives

- Define and demonstrate the vocabulary term through written and performance assessments.
- Apply what was learned about their peers through small group work together.
- Consistently demonstrate the utilization of strategies for maintaining positive relationships (e.g., pursue shared interests and activities, spend time together, give and receive help, practice forgiveness).
- Recognize and analyze how one's personal traits and qualities contribute to the work and outcomes of a group.

Students will know:

Learning Targets/ Skills

- The classroom guidelines and procedures and be set up well for a successfully year/semester.
- The peers in their class and therefore be more inclined to take risks and perform in front of their classmates.
- Definition of an ensemble and demonstrate their understanding of the concept.

Suggested Experiences:

- Students will engage in group activities that require them to communicate and collaborate.
- Students will participate in various icebreakers such as "Common Ground," "This or That," etc.
- Student will participate in a class board game called "We're Not Really Strangers," where they will spend time getting to know each other in three varying levels.

Unit #3: Tableau

Overview: Students will continue the process of working together to tell a story onstage, more specifically learning to communicate clear stories through frozen pictures (tableau).

Essential Questions:

- How do theatre artists use tools and techniques to communicate ideas and feelings?
- What happens when theatre artists and audiences share creative experiences?
- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.

Students will be able to:

Goals/Objectives

- Define and understand the basic elements of tableau (spaces & shapes) through our Unit 3 Introduction.
- Practice our use of shapes & spaces to create clear & strong tableaux.
- Use the tableau form to communicate an emotion, to visualize a word, and to illuminate an issue.
- Evaluate our classmates' tableau assignments and reflect on our own work.
- Journal and reflect on what it takes to tell stories through pictures.
- Make connections with how a picture can be interpreted in multiple ways and be able to connect how that impacts our worldview.

Students will know:

Learning Targets/ Skills

- Definition and the basic elements of tableau: spaces & shapes.
- How to demonstrate use of shapes & spaces to create clear & strong tableaux.
- How to use the tableau form to communicate an emotion, to visualize a word, and to illuminate an issue.
- Evaluate and provide feedback to classmates' tableau assignments.
- Reflect on their own tableau work.
- To make the connection of how a picture can have multiple interpretations and how that relates to life outside of the classroom.

Suggested Experiences:

- Class discussions on the kinds of characters evident with various uses of spaces and shapes.
- Participate in a living museum for more practice of clear tableaux.
- Students will engage in a storytelling activity using only tableau to tell a story with a beginning, middle and end.
- Students will reflect (verbal and written) on the exercises and performances.

Unit #4: Pantomime (Roman Theater)

Overview: Students will take the next step in learning how to tell stories together without speaking, using physical movements, facial expressions and invisible props.

Essential Questions:

- How do artists generate creative ideas?
- How do artists make creative decisions?
- How do artists make creative decisions?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?
- How do theatre artists fully prepare a performance or design?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- 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.
- Artists organize and develop creative ideas by balancing what is known with what is new.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.
- Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Define and understand the basic elements of pantomime through our Unit Introduction.
- Practice creating pantomimes that are clear, consistent and exaggerated.
- Evaluate classmates' initial pantomime performances and provide helpful feedback.
- Present pantomime performances and receive feedback on their work and revise it for their final performance.
- Reflect on their performance.
- Journal and reflect on moments they have felt voiceless and acknowledge those in the world who are without voice.

Students will know:

Learning Targets/ Skills

- Definition and the basic elements of pantomime through our Unit Introduction.
- How to practice and create pantomimes that are clear, consistent and exaggerated.
- Watch, assess and give feedback to their classmates' pantomime performances.
- How to use feedback to improve their pantomime performance.
- Reflect on their performance as well as connect with how pantomime applies outside of the classroom.

Suggested Experiences:

- Students will engage in a game of charades to practice communicating without speaking.
- There will be class discussions to create a working-class definition of pantomime.
- Students will participate in simple actions exercise and class will guess the action being performed.
- Students will create the story, rehearse and perform their own pantomime performance.

Unit #5: Greek Theater

Overview: Students will learn how the Greeks told stories back then and how we still see influences of the Greeks in our modern-day movies, tv shows, stage theaters, etc.

Essential Questions:

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How do theatre artists transform and edit their initial ideas?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- What happens when theatre artists and audiences share creative experiences?
- How do theatre artists comprehend the essence of drama processes and theatre experiences?
- What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

Students will be able to:

Goals/Objectives

- Define and understand the Greek Theater vocabulary.
- Know the different parts of the Greek stage diagram.
- Be familiar with the history, Greek mask, Oedipus Rex and the themes present in the Greek tragedy.
- Discuss Greek influences we see in our movies, tv shows, plays/musicals today.
- How to create their own Greek masks.
- Create their own modern version of a Greek chorus chant based off of Greek God.
- Perform together as an ensemble of actors, the Greek chorus created.
- Evaluate classmates' performances.
- Reflect on the entire process of creating and performing as an ensemble.
- Journal and reflect on how the past influences us today.

Students will know:

Learning Targets/ Skills

- Definitions in the Greek theater vocabulary along with the labels on a Greek Stage diagram.
- General Greek theater history, purposes and functions of the Greek mask, as well as the story & themes present in the Greek tragedy Oedipus Rex.
- Discuss Greek influences we see in our movies, tv shows, plays/musicals today.
- How to create their own Greek masks.
- Create their own modern version of a Greek chorus chant based off of Greek God.
- How to perform together as an ensemble of actors, the Greek chorus created.
- Watch & assess their class classmates' performances as well as reflect on their own work.

Suggested Experiences:

- Class discussion on our initial thoughts of Greek Theater.
- Small group discussions on Greek myths & gods.
- Dissection of the Greek Tragedy: Oedipus Rex.
- Participate in classroom Stations of Greek History, Greek Masks, Themes in Oedipus Rex.
- Complete a compare & contrast chart on Oedipus Rex vs. Modern Theater/Film.
- Perform with created Greek Masks.

Unit #6: Character Work

Overview: Students will grow in awareness by knowing more of their own personalities before creating a three-dimensional character with physical, psychological and emotional qualities.

Essential Questions:

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How, when, and why do theatre artists' choices change?
- How do theatre artists transform and edit their initial ideas?
- How do artists generate creative ideas?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- What happens when theatre artists and audiences share creative experiences?
- How do artists improve the quality of their presentation/performance?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to an artistic works.
- How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.
- Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.
- Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

Students will be able to:

Goals/Objectives

- Know themselves, their strengths and weaknesses, by taking a personality test before creating a character.
- Participate in a "Show & Tell" to discover items that are precious or important to them.
- Create a 3-dimensional character by completing a character profile.
- Engage in activities that will help them to develop their characters, physical walk, voice and physical mannerisms.
- Practice in pairs answering questions as the character they created.

- Participate in a character interview where they answer questions as their characters.
- Evaluate classmates' character interview and provide helpful feedback.
- Reflect on their character interviews.
- Journal and reflect on how this unit connect with life outside of the classroom.

Students will know:

Learning Targets/ Skills

- More about their personality versus the personality they want to create for their characters.
- How to create a 3-dimensional character.
- How to develop a character's physical walk, voice and mannerisms.
- How to become the characters created by participating in a character interview.
- Evaluate classmates' character interview and provide helpful feedback.
- Reflect on their character interviews.
- Journal and reflect on how becoming someone else relates to life outside of the classroom.

Suggested Experiences:

- Students will take a personality test to know themselves or grow understanding of themselves.
- Students will participate in a "Show & Tell" to identify their most prized possession.
- Think-pair-share on a picture prompt.
- Complete a character profile.
- Develop their character's walk, speaking voice and mannerisms.
- Get interviewed as the character they created.

Unit #7: Improvisation

Overview: Students will develop their improvisational skills by learning and implementing improvisational guidelines such as: Commit 100%, Listen to the other player, support your team members and Forward the action by saying "Yes And".

Essential Questions:

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- What happens when theatre artists and audiences share creative experiences?
- How do artists generate creative ideas?
- How do artists improve the quality of their presentation/performance?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Define and understand the vocabulary terms associated with Improvisation.
- Know and demonstrate their understanding of the improv guidelines.
- Engage in activities that will help them to practice following the improv guidelines.
- Students will practice an improv performance in pairs.
- Students will reflect on how they are progressing through the improv guidelines from beginner to advanced.
- Set measurable goals on how much they would like to improve on their improv skills by the end of the unit.
- Demonstrate their understanding of the improv guidelines by participating in a final improv performance.
- Reflect on their journey through the entire unit and how this unit connect with life outside of the classroom.

Students will know:

Learning Targets/ Skills

- Definition of the unit vocabulary terms.
- Demonstrate their knowledge and understanding of the improv guidelines.
- How to participate in activities that will help them to practice following the improv guidelines.
- How to do an improv performance in pairs.
- How to reflect on how they are progressing through the improv guidelines from beginner to advanced.
- How to make connections between improvisation and how it helps in life outside of the classroom.

Suggested Experiences:

- Participate in various improv warm-ups to help with imagination use and thinking quickly on your feet.
- Practice the guidelines of improv through improv games such as "Party Quirks," "Park Bench," "Freeze," "Questions Only".
- Students will perform a final improv performance with a partner.

Unit #8: Monologue Work

Overview: Students will continue building on their improvisational skills by applying them to monologue work where they will have to be present in the moment in order to be authentic speaking and acting out the words on a monologue script.

Essential Questions:

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How, when, and why do theatre artists' choices change?
- How do theatre artists transform and edit their initial ideas?
- How do artists make creative decisions?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- How do theatre artists comprehend the essence of drama processes and theatre experiences?
- How can the same work of art communicate different messages to different people?
- How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
- What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
- How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?
- When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences' response?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- 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.
- Artists organize and develop creative ideas by balancing what is known with what is new.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration
- Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.
- Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

Students will be able to:

Goals/Objectives

- Practice what they've learned from Improvisation Unit and apply it for when they have a script on-hand.
- Watch various monologues and evaluate what makes a monologue good.
- Practice blocking, staging through one-line monologue.
- Create or choose a monologue to perform.
- Practice how to perform a monologue authentically through various techniques.

- Evaluate classmates' performance and provide helpful feedback.
- Reflect on their monologue performance.
- Journal and reflect on how this unit connect with life outside of the classroom.

Students will know:

Learning Targets/ Skills

- How to apply concepts learned from improv to performing with a script.
- What makes a monologue good.
- How to block or stage a monologue.
- How to Create and/or choose a monologue to perform authentically.
- Techniques on how to practice and perform a monologue authentically.
- How to evaluate classmates' performance and reflect on their monologue performance.
- How to connect what it was like to step in someone else's shoes to life outside the classroom.

Suggested Experiences:

- Watch and hold a class discussion on what makes a monologue good.
- Practice being authentic with a one-line monologue.
- Practice blocking with one-line monologues.
- Search and/or create a monologue piece.
- Practice techniques to be authentic and believable with monologue delivery.
- Perform the chosen monologue.
- Evaluate classmates' work and reflect on their own performance.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Choosing or creating an informed monologue piece that captures the story of those who journeyed through it.

Topics that address the Holocaust Commission Mandate...

Choosing or creating an informed monologue piece that captures the story of those who journeyed through it.

Topics that address the LGBT and Special Needs Mandate...

Choosing or creating an informed monologue piece that captures the story of those who walked and/or walking through it.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Choosing or creating an informed monologue piece that captures the story of those who walked and/or walking through it.

Unit #9: Scene Work

Overview: Students will learn how to be authentic and present in the moment when working with a partner in a scene. They will also learn the various elements needed to move a scene forward such as: Objectives, tactics, etc.

Essential Questions:

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How, when, and why do theatre artists' choices change?
- How do theatre artists transform and edit their initial ideas?
- How do artists generate creative ideas?
- How do artists make creative decisions?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- How do artists improve the quality of their presentation/performance?
- When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences' response?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Artists organize and develop creative ideas by balancing what is known with what is new.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration
- Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Be familiar with a scene format and vocabulary terms such as: Stage Directions.
- Know and locate the various parts of a stage.
- Look at a contentless scene and add content to it while working in pairs.
- Student will work in pairs to bring their scenes to life.
- Evaluate classmates' performance and share their ideas of what the particular content was for each scene.

Students will know:

Learning Targets/ Skills

- Scene script format as well as Stage Directions vocabulary along with their location on the stage diagram.
- How to add stage directions to a contentless scene.
- How to work with a partner to execute staging created on the contentless script.
- How to evaluate classmates' performance.

Suggested Experiences:

- Analyze a scene script format.
- Play game reviews to reinforce knowledge of stage directions.
- Work in pairs on a contentless script.
- Perform the scene with a partner.
- Evaluate other classmates' scene work.

New Jersey Department of Education - State Instructional Mandates:Topics that address the Amistad Commission Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Topics that address the Holocaust Commission Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Topics that address the LGBT and Special Needs Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Unit #10: Public Speaking

Overview: Students will learn how to tell stories via public speaking. They will grow their awareness of nervous tendencies such as the use of filler words (“uh, uhm, like,” etc.), physical fidgeting movements. Grow in confidence in creating a speech outlines, revising and editing their speeches. Present their speech and reflect upon the process.

Essential Questions:

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How, when, and why do theatre artists’ choices change?
- How do theatre artists transform and edit their initial ideas?
- How do artists generate creative ideas?
- How do artists make creative decisions?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- How do artists improve the quality of their presentation/performance?
- How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- How does understanding the quality, intent, and process of an artist's work impact an audience member? How does an audience member synthesize and receive an artistic work after knowing the creative process that supports the work?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Artists organize and develop creative ideas by balancing what is known with what is new.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.
- Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- Artists utilize educational and industry standards to analyze/assess and evaluate the performance and interpretation of artistic works.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Practice public speaking through storytelling.
- Know and be aware of their use of filler words and their nervous tendencies.
- Watch various speeches and evaluate what makes a speech good.
- Know how to create a speech outline.
- Choose a topic of interest and create a speech outline.
- Give a short version of their speech, receive feedback on it and refine it for the final speech.
- Evaluate classmates' speeches and provide helpful feedback.
- Reflect on their speech performance.

Students will know:

Learning Targets/ Skills

- How to present public speaking through storytelling.
- Go-to filler words/phrases and other nervous tendencies.
- The elements that makes a speech good.
- How to create a speech outline.
- How to use feedback given to improve their final speech.
- How to Evaluate classmates' speeches and provide helpful feedback.
- How to reflect on their speech performance.

Suggested Experiences:

- Participate in exercise "One Minute, No Fillers" in order to be aware of go-to filler word/phrase.
- Practice impromptu storytelling to be aware of nervous tendencies.
- Create a speech outline.
- Practice speech.
- Perform speech in front of classmates.
- Evaluate classmates' speeches and reflect on their speech.

New Jersey Department of Education - State Instructional Mandates:Topics that address the Amistad Commission Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Topics that address the Holocaust Commission Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Topics that address the LGBT and Special Needs Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Choose a topic and do the necessary research to properly tell the story through public speaking as a way to inform, persuade, inspire your audience.

Unit #11: Production Roles

Overview: Student will learn the backstage workings in a theater production. They will get an overview of the various theater jobs involved in the production process. They will also get the opportunity to implement their knowledge by putting on a play in a week or being a part of the school play production.

Essential Questions:

- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How, when, and why do theatre artists' choices change?
- How do theatre artists transform and edit their initial ideas?
- How do artists generate creative ideas?
- How do artists make creative decisions?
- How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- What happens when theatre artists and audiences share creative experiences?
- How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works?
- How do artists improve the quality of their presentation/performance?
- When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audiences' response?
- How do theatre artists comprehend the essence of drama processes and theatre experiences?
- How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to an artistic works.
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

Enduring Understanding:

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- Theatre artists work to discover different ways of communicating meaning.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.
- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
- Artists organize and develop creative ideas by balancing what is known with what is new.
- Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.
- Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.
- Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.

- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Know the vocabulary terms and theater roles of this unit.
- Demonstrate their knowledge through various review game activities.
- Participate in a class project where they will each play a theater production role while putting on a play in a week or helping to put on the school production.
- Reflect on their progress daily or weekly.
- Reflect on their final performance as either on on-stage role or a backstage role.

Students will know:

Learning Targets/ Skills

- Vocabulary terms of this unit.
- How to demonstrate their knowledge of theater roles through various review game activities.
- How to collaborate with classmates to put on a play in a week or help to put on the school production.
- How to reflect on their growth progress daily or weekly and overall reflect on their final performance (onstage or backstage).

Suggested Experiences:

- Practice knowing and reviewing Theater Roles through class activities.
- Participate in the audition process in a play.
- Receive a play script to put on in a week or help with the school play production.

Unit #12: Film Study

Overview: Students will explore and learn the elements involved in film study such as lighting, sound, costume, composition and more. Students will be analyzing different film clips for those specific elements and will complete the unit through various projects ultimately ending the unit with a final film analysis of a film.

Essential Questions:

- How do theatre artists comprehend the essence of drama processes and theatre experiences?
- How can the same work of art communicate different messages to different people?
- How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
- How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
- What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
- What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
- How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?
- What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?

Enduring Understanding:

- Theatre artists reflect to understand the impact of drama processes and theatre experiences.
- Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
- 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.
- Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.
- Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.
- People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.

Students will be able to:

Goals/Objectives

- Be familiar with the vocabulary terms used in the unit.
- Discuss and analyze various movie clips for the film elements.
- Explore the various aspect of film such as: sound, lighting, costume, make-up, etc.
- Participate in a project/assignment relevant to each film aspects.
- Culminate the unit by analyzing a scene in a movie for all of the film study elements such as: Composition, Lighting, etc.

Students will know:

Learning Targets/ Skills

- Vocabulary terms used in the unit.
- How to discuss and analyze various movie clips for the film elements.
- How to explore the various aspect of film such as: sound, lighting, costume, make-up, etc.
- How to analyze a scene in a movie for all of the film study elements such as: Composition, Lighting, etc.

Suggested Experiences:

- Watch film clips and discuss the film elements present.
- Participate in small group projects focusing on one film element: lighting, sound, costume, etc.
- Write a thorough analysis of a 15-minute film clip.

Theatre Arts- Grades 6-8

Content Area: **Performing Arts**
Course(s): **Theatre Arts**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

New Jersey Student Learning Standards- Theatre Arts

TH.6-8.1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
TH.6-8.1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
TH.6-8.1.4.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
TH.6-8.1.4.8.Pr5	Developing and refining techniques and models or steps needed to create products.
TH.6-8.1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
TH.6-8.1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
TH.6-8.1.4.8.Cr1	Generating and conceptualizing ideas.
TH.6-8.1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
TH.6-8.1.4.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
TH.6-8.1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
TH.6-8.1.4.8.Cr2	Organizing and developing ideas.
TH.6-8.1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
TH.6-8.1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
TH.6-8.1.4.8.Cr3	Refining and completing products.
TH.6-8.1.4.8.Re8	Interpreting intent and meaning.
TH.6-8.1.4.8.Re7	Perceiving and analyzing products.
TH.6-8.1.4.8.Cn11a	Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
TH.6-8.1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
TH.6-8.1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
TH.6-8.1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience.
TH.6-8.1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
TH.6-8.1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
TH.6-8.1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

TH.6-8.1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
TH.6-8.1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
TH.6-8.1.4.8.Cn10a	Examine a community issue through multiple perspectives in a theatrical work.
TH.6-8.1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
TH.6-8.1.4.8.Re9	Applying criteria to evaluate products.
TH.6-8.1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
TH.6-8.1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
TH.6-8.1.4.8.Pr6	Conveying meaning through art.
TH.6-8.1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
TH.6-8.1.4.8.Pr4	Selecting, analyzing and interpreting work.
TH.6-8.1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
TH.6-8.1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

Career Readiness, Life Skills Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Interdisciplinary Connection

Interdisciplinary Connections: In Theatre Arts classes, students use scripts or synopsis which associates to language arts classes. Students use math through counting, adding, and subtracting when creating scenery. Additionally, classes relate to social studies through the connection of theatre to various regions of the world and time periods/genres from which they derive.

21st Century Themes: In addition to mastery of core academic subjects, students must exhibit a range of

both functional and critical thinking skills, problem solving, creativity and innovation.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CRP.K-12.CRP11	Use technology to enhance productivity.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
LA.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

TECH.9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.