8 Theatre - Commercials

Content Area: **Visual & Performing Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **7 Days**
Status: **Published**

Unit Overview

In this unit, students will create a video commercial for presentation during the GMTV Morning News Broadcast, "Good Morning Grizzlies."

Students will:

-- brainstorm and formulate expectations for a "successful" commcercial by discussion and observation of "successful" examples;

-- identify skills involved to accomplish the various roles involved within a commercial prduction;

-- evaluate their own skills and how they "fit" into the various roles, eventually choosing a role;

-- develop an initial idea for the commercial, and then write a script and storyboard for the commercial;

-- rehearse/perform/video tape the commercial during the school day;

-- assist with editing the commercial, and any post-production;

-- analyze and critique their commercial by viewing the final edited version;

-- discuss how their commercial effects their audience and conveys meaning (including the meaning of local and global issues).

As stated in the NJ Student Learning Standards our mission is “To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.”

Standards

1.2 MEDIA ARTS

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Essential Questions: How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?

Practice: Conceive

Performance Expectations:

● 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

● 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

● 1.2.2.Cr1c: Explore form ideas for media art production with support.

● 1.2.2.Cr1d: Connect and apply ideas for media art production.

● 1.2.2.Cr1e: Choose ideas to create plans for media art production.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.

Essential Questions: How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

Practice: Develop

Performance Expectations:

● 1.2.2.Cr2a: Explore form ideas for media art production with support.

● 1.2.2.Cr2b: Connect and apply ideas for media art production.

● 1.2.2.Cr2c: Choose ideas to create plans for media art production.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

Essential Questions: How can an artist construct a media artwork that conveys purpose, meaning and artistic

quality? How do media artists improve/refine their work?

Practice: Construct

Performance Expectations:

● 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)

● 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

Producing

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems.

Essential Questions: How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

Practice: Integrate

Performance Expectations:

● 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.

● 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.

● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Media artists present, share and distribute media artworks through various social, cultural and political contexts.

Essential Questions: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?

Practice: Present

Performance Expectations: ● 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

Essential Questions: How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

Practice: Perceive

Performance Expectations:

● 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.

● 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understandings: Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.

Essential Questions: How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

Practice: Interpret

Performance Expectations:

● 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

Essential Questions: How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

Practice: Evaluate

Performance Expectations:

● 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media

artworks, considering their context.

Connecting

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

Enduring Understanding: Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.

Essential Questions: How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?

Practice: Synthesize

Performance Expectations:

● 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

● 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

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

Enduring Understanding: Understanding connections to varied contexts and daily life enhances a media artist's work.

Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

Practice: Relate

Performance Expectations:

● 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

● 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

1.4 THEATRE

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Theatre artists rely on intuition, curiosity and critical inquiry.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Practices: Imagine, Envision

Performance Expectations:

● 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question: How, when, and why do theatre artists' choices change?

Practices: Plan, Construct

Performance Expectations:

● 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.

● 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.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

Practices: Evaluate, Clarify, Realize

Performance Expectations:

● 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

● 1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.

Performing

Anchor Standard 4: Selecting, analyzing and interpreting work.

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: How do theatre artists fully prepare a performance or design?

Practices: Choose, Rehearse

Performance Expectations:

● 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.

● 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.

Essential Question: What happens when theatre artists and audiences share creative experiences?

Practice: Share

Performance Expectations:

● 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Practices: Examine, Discern

Performance Expectations:

● 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.

● 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

Practice: Interpret

Performance Expectations:

● 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

● 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.

● 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Practice: Critique

Performance Expectations:

● 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

Connecting

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

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to inform their work.

Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Practice: Incorporate

Performance Expectations:

● 1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.

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

Enduring Understanding: As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Practices: Affect, Expand

Performance Expectations:

● 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.

● 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.

Materials

Core Materials:

- Art Educators of New Jersey
- Arts Administrators of New Jersey
- Art Museum Websites
- National Art Educators Association

Supplemental Materials:

- https://selarts.org/
- J. Paul Getty Museum | Getty
- Kennedy Center Education (kennedy-center.org)
- https://www.nationalartsstandards.org/
- theartofeducation.edu

Technology

Nature of Technology

8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.

8.2.8.NT.2: Analyze an existing technological product that has been repurposed for a different function.

8.2.8.NT.3: Examine a system, consider how each part relates to other parts, and redesign it for another purpose.

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., recordings) versus keeping information private and secure.

Global Awareness

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Exit Tickets
- Peer Assessment
- Self-Assessment

Summative Assessment

- Rubrics
- Portfolio of Projects

- Peer Assessment
- Self-Assessment

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In-class support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In-class support with special assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- In class/ support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe

At-risk of Failure

- Extra time during the intervention period
- In-class/pull-out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides

- Limit the number of questions
- Scribe

Gifted & Talented

- Independent projects
- STEAM Projects
- Leveled Reading with Newsela

Interdisciplinary Connections

Connections to NJSLS - English Language Arts

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)

Connections to NJSLS - Mathematics

- MP.2 Reason abstractly and quantitatively. (2-PS1-2)
- MP.4 Model with mathematics. (2-PS1-1), (2-PS1-2)
- MP.5 Use appropriate tools strategically. (2-PS1-2)

Connections to NJSLS - Science

- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

Connections to NJSLS - Social Studies

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Climate Change: Technology - Effects on the Natural World

- • 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- • 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- • 8.2.2.ETW.3: Describe or model the system used for recycling technology.
- • 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global.

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

DEI

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

GRADE 7-8 ONLY LGBT and Disabilities Law:

N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

• 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

• 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.