Dramatic Performance

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

FOCUS: "I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." Thornton Wilder

Summary: This unit centers on the importance of effective communication including dramatic monologues, duo performances, para language, and nonverbal movement skills. The unit enables students to use interpretation and analytical skills to develop voice and movement delivery techniques. The students will understand the importance of communication by analyzing various excerpts of plays and monologues, presenting Dramatic Performances, and critiquing and reflecting peers and self. Students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Students may complete para language and pantomine activities, characterization analysis, and character studies. This unit will consist of a competitive speech event which provides an opportunity for students to rehearse various speaking techniques to engage, motivate, and/or persuade an audience. Personalized Learning allows students to self reflect and assess their own listening and speaking skills using the development and competition of a electronic porfolio. Students will understand that developing communication skills builds and maintains relationships, facilitates innovation, builds effective partnerships, and develops leadership.

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly

	fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions

- How are similar themes treated in drama and various cultures from historical periods?
- How can performers adapt to audience feedback?
- How can theatre reveal universal concepts?
- How do body language and para language work in combination to convey meaning?
- How do playwrights construct cohesive and entertaining scripts for an audience?
- How do we build personal criteria for critiquing dramatic texts and performances?
- How does an author affectively demonstrate his/her ideas to the audience?
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- What are some suggestions for marking your script to emphasize certain words?

- What are some ways you can adapt vocally to depict a character much different from you?
- What are the three distinct purposes for providing an introduction to your presentation?
- What rhetorical strategies do successful speech writers and authors use to obtain their purpose and tone?
- Why are character development and plot important elements when writing a script?
- Why is it important for students to understand the terminology and process of evaluation?
- Why is it important that performers be able to effectively access emotional and sensory recall and how do they approach that ability?
- Why is it important to analyze cultural experiences of dramatic works?
- Why is it important to identify, compare and contrast the lives and works of representative theatre artists?
- Why is it important to understand the major basic theatre vocabulary?

Students Will Know/Students Will Be Skilled At

- How basic oratorical skills in both language usage and delivery effects communication
- Adapting Dramatic performance selections to a variety of contexts and tasks, demonstrating an understanding of Stanislavski method
- Collaborating with peers to rehearse humorous, dramatic, and duo performances
- Comparing and contrasting historical and cultural influences of theatre
- Engaging others using various techniques in a discussion
- Establishing confidence in communication activities.
- How analyze techniques can enhance the understanding of a dramatic performance
- How analyzing the impact of the author's choices develop enhances their own dramatic, humorous, or duo performance
- How determining the purpose of a scene enhances understanding
- How developing para language skills enhances communication
- How to articulate ideas into effective dialogue
- How to become effective audience members
- How to block a scene for vocal and movement effectiveness
- How to gain confidence in communication activities
- Identifying skills in effective listening.
- Identifying the historical influences of theatre
- Understanding and Utilizing Aristotle's Elements of Drama
- Understanding blocking stage movements and placements
- Utilizing communication skills and body language to enhance the delivery of a dramatic performance: eye contact, posture, stance, voice projection, intonation, volume, and vocal expressiveness.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target

skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- NJSLA (grade 9)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

- Analytical essay focusing on Aristotle Key Elements, Structures of Drama, and/ or Characterization
- Apply stage movement and pantomime technique to express thoughts, feelings and actions of a character in a scene or monologue
- Block stage movement to prepare for a monologue or duo performance
- Creation of Self-Reflection Critique Rubric and Response
- Critique of peer dramatic performances
- Development of electronic portfolios for self-reflection and assessment
- Identify, compare and contrast the lives, works and influences of representative theatre artists from various cultures and historical time periods (e.g., Shakespeare, Moliere, Ibsen, Sondheim, etc.)
- Presentation of a Humorous, Dramatic, or Duo Interpretation

Learning Plan

Instructional time will be dedicated to whole class text instruction, collaborative learning, and independent and personalized learning. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 9-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the nineth through twelfth grade targets not only comprehension, but also analysis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition.

Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Learning expectations in Forensics: Advanced Speech and Debate will demonstrate close and analytical reading to comprehend a range of increasingly complex literary and informational texts. The lessons and activities will produce effective and well-grounded writing for a range of purposes and audiences. The students will employ effective speaking and listening skills for a range of purposes and audiences, including persuasive, motivational, and informative. The presentations will include debatable categories, extemporaneous speeches, dramatic performances, and original oratory. The course will provide students active engagement in research /inquiry to investigate topics and to analyze, integrate, and present information.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized Learning allows students to self reflect and assess their own reading, writing, listening, viewing and speaking skills using the development and competition of a electronic porfolio, journal writing, writer's workbooks, independent reading, and/or book talks.

Students will be taught how to speak and listen in addition to being assessed on these skills.

This unit of study will focus on "Dramatic Performance" and is centered on the quotation from Thorton Wilder, “I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being."

Teachers may create lessons with the additional subthemes: Dramtic Interpretation, Duo Interpretation, and Humorous Interpretation.

The students will actively engage in both large and small collaborative discussions and dialogues that enhance critical thinking and analysis of textual works. Students may complete analytical analysis, persuasive writing, synthesis essays, database research, and journal writing.

Students will participate in individual, partner and group activies including Literature Circles, Socratic Discussions, Jigsaw Methods, and other Cooperative Learning activities.

Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan