

Unit 01: Introduction and Stage Direction (Weeks 1-8)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **6 Weeks**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They use technology and digital media strategically and capably.

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.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
TH.6-8.1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
LA.K-12.NJSLSA.W	Writing Range of Writing
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
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.Re8c	Assess the impact of a theatrical work on a specific audience.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
VPA.1.1.8.C	Theatre
VPA.1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

ELA.SL.PE.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.
ELA.SL.PE.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
ELA.SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
VPA.1.1.8.A.2	Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
VPA.1.1.8.A.3	Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).
VPA.1.2.8.A.CS2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.1.3.8.A.1	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters [®] and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Introduction and Stage Directions:

Students involved in drama not only gain confidence, they also discover healthy ways to relate to peers, to creatively problem solve, and to express themselves.

Drama and theater activities help students rid themselves of inhibitions, trust their instincts, explore their own talents and build their imagination. The friendly, supportive atmosphere of the class encourages students to stretch themselves further. Through theatre games and activities students will learn to lose inhibitions and will gain trust in themselves as well as others in their groups.

Students will need an introduction to the theater world and a basic understanding of all stage directions. This unit will also be used as a benchmark halfway through the program for instructors to gain understanding of knowledge obtained through the unit.

Meaning

Essential Questions

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- How do knowledge and skills gained in theatre apply to jobs and career?
- What job opportunities are available that relate to theatre?
- What performance spaces are available and how do standard industry terms in theater assist those who work in the field?
- How do performers and technicians work within the boundaries of the space they must perform in?

Enduring Understanding/Indicators of Understanding

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- Training in drama and theatre arts can lead to careers in other industries.
- Theatre artists acquire specific skills and knowledge to use in creating theatre.
- Theatre artists work within the realities of given circumstances

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- theater accessibility
- different types of stages
- standard stage directions
- safety guidelines and rules of a theater house and working space
- job opportunities to pursue in the theater

Skills

Skills

Student will be skilled at ...

- construct different stages for live performances
- identify stage directions on a proscenium stage
- define basic terms used in theater
- apply stage direction concepts to whole class games
- hypothesize why certain stage formations are used more frequently for live performances
- compare and contrast safety rules for actors vs. technicians

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

<http://www.bbbpress.com/2013/10/drama-game-stage-directions/>

<http://www.bbbpress.com/2014/10/drama-game-minefield-using-stage-directions/>

<http://www.theatreteachers.com/theatre-games/71/icebreakers/7>

NATIONAL THEATRE STANDARDS at National Coalition for Core Arts Standards (<http://nccas.wikispaces.com/>)
Child Development and Arts Education: A Review of Current Research and Best Practices (Jan 2012): Executive Summary & Chart of Best Practices, pp. 4-12. Theatre, pp. 40-46.

<http://nccas.wikispaces.com/file/view/CB%20Child%20Development%202.2.12.pdf>

A Review of Selected State Arts Standards (Nov. 2011): (CO, FL, MI, NJ, NYC, NC, TN, WA) Executive Summary, pp. 6-13 <http://nccas.wikispaces.com/file/view/State%20and%20media%20arts%20standards%20-%20FINAL%20-%202012.1.2012.pdf>

Arts Education Standards and 21st Century Skills (compared to 1994 Standards) (Aug. 2011): Executive Summary, pp. 4-12 Theatre Summary Chart, pp.16-17 Theatre Full Analysis, pp. 210-305 READ grades 5-8/8th grade & grades 9-12/12th grade for each 21st c Map & current Theatre standards

http://nccas.wikispaces.com/file/view/ArtsEducationStandards_21stCenturySkills.pdf

National Standards for Arts Education. Reston, VA: Music Educators National Conference. (Includes theatre standards for K-4, 5-8, & 9-12; 1-800-828-0229) <http://artsedge.kennedy-center.org/educators/standards.aspx>

Formative Assessment Strategies

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- Misconception check
- student conference
- observations
- choral response
- whip around

- verbal vocabulary probe
- participation in group activities
- exit slip questions for theater introduction
- feedback form for splitting into theater strands

[Formative Assessment Strategies.pdf](#)

Learning Activities/Unit of Study

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- Getting-to-know activities
- class rules and responsibilities
- stage directions worksheets
- stage directions games
- abbreviations kahoot
- jobs and professional responsibilities in the theatre
- Getting-to-know your cast games
 1. Rationale: all actors and technicians must develop trust in order to best work together on live projects
 1. Fruit Basket name game
 2. drop the blanket name game
 3. people bingo
 4. zapped
 5. silent numbers
- Stage directions
 1. Movement on stage
 2. fill out stage directions activity for a proscenium stage
 3. Simon Says...
 4. Stage Right/Left game (ship island for directions)
- Theater tour
- Theater scavenger hunt (terms and definitions)

https://docs.google.com/document/d/1TI_W18Zkrold2xZzdc1zuFS9RmBGVUcB8u4dh7Whegc/edit?usp=sharing
https://docs.google.com/document/d/1yLmNCJB83ncRrP-vJY0DT4ksR_c6OUHK_OtaL9ChfRM/edit?usp=sharing
https://docs.google.com/document/d/1KYnPe1er9jUjRWtd6r2VX_iHuasZ7C509K6FoAnB8yw/edit?usp=sharing

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.