Unit 05: Scene Study, One Act Performances (Weeks 29-31)

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 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.

They come to understand other perspectives and cultures.

TH.6-8.1.4.8.Cr1	Generating and conceptualizing ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
TH.6-8.1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
LA.RST.6-8	Reading Science and Technical Subjects
LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
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.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.Re7	Perceiving and analyzing products.
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.
VPA.1.1.8.C	Theatre
VPA.1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
VPA.1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
VPA.1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
VPA.1.3.8	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.8.A	Dance
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.
VPA.1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
VPA.1.3.8.C	Theatre
VPA.1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
VPA.1.4.8	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.8.A	Aesthetic Responses
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B	Critique Methodologies
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

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.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.

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

ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.SL.PE.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.
ELA.SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
ELA.SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

see Crosswalks

21st Century Life and Careers

| TECH.8.1.8.A.1 | Demonstrate knowledge of a real world problem using digital tools. |

TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit… **Scene Study and Performances:**   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 work together in performance and stage craft teams to put on a ten-minute production, encompassing all the skills and tools they have acquired over a seven week block.**

Meaning

Essential Questions

Essential Questions

-
  - What are the defined roles within a collaborative group and how will strategies and planning facilitate success of the project?
  - Why is self-evaluation a helpful tool in the theater?
  - How can feedback from previews alter or solidify decisions made before the final product is produced?

Enduring Understanding/Indicators of Understanding

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- **Theatre artists work individually and as a contributing team member.**
- **Theatre artists think through the stages of a project and understand the importance of managing smaller tasks to accomplish a large goal.**
- **Theatre artists are aware of their thinking process and analyze their own learning in order to evaluate and make choices for improving the quality of their work.**
- **Presentation and context influence the meaning, perception, and reception of works of theatre.**

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know…

- **the elements necessary in order to produce and perform a cohesive piece in front of a live audience on a proscenium stage.**

Skills

Skills

Student will be skilled at …

Acting in a scene for an audience demonstrating: physicalization, vocalization, blocking, mental focus, objective, and tactics.

Level 1 Recall

- Practice matching definitions of vocabulary with the correct terms through theatre games, worksheets, and improvisation.

Level 2 Skill/Concept

- Discuss how external attributes reflect character.

Level 3 Strategic Thinking

- Develop, rehearse and perform a scene for peer critique. Improve performance based on feedback.
- Rehearse and perform for peer critique. Improve the performance based on feedback and self-evaluation.

Level 4 Extended Thinking

- Research and analyze scenes from a Greek play and compare it to a current movie or television program. Rewrite the scene for today's audiences.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

https://www.theatrefolk.com/free-resources

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-%202.1.2012.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

FOR SCENES/MONO UNIT

Drama Book Shop http://dramabookshop.com/

Dramatic Publishing Company, Woodstock, IL http://dramaticpublishing.com/

Dramatists Play Service http://www.dramatists.com/

Music Theatre International http://mtishows.com/

Plays for Young Audiences (CTC & SCT) http://www.playsforyoungaudiences.org/

Rodgers & Hammerstein Library http://www.rnh.com/

Samuel French http://www.samuelfrench.com/

Tams-Whitmark Music Library http://www.tamswitmark.com/

Peer feedback form - example

[Final Presentation Performance Rubric.docx](#)
[Ten minute play options](#)
[Monologue and Scene from Hoodie.pdf](#)
[One Act Play Rubric.doc](#)
[One Act Play assignment.doc](#)

Formative Assessment Strategies

Formative Assessment Strategies

- Student Conferences
- observation
- quiz
- writing frame
- one question/one comment
- peer feedback

[Formative Assessment Strategies.pdf](#)

Learning Activities/Unit of Study

Learning Activities/Unit of Study

-
  - o **roles of the performers:**
    1. **highlight lines**
    2. **create a character backstory**
    3. **memorize lines**
    4. **rehearse the scenes**
  - o **roles of the technicians**
    1. **costumes/props**
       1. **created during costume/prop unit**
    2. **lighting designer**
       1. **at least four light cues in the show. Will call own light cues**
    3. **sound designer**
       1. **at least two sound fx in the show. Will run sound board during show**
    4. **stage manager/director**
       1. **call cues**
       2. **write blocking**
       3. **manage the rehearsal process**

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.