

Unit 04: Stage Combat and Choreography (Weeks 25-28)

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 build strong content knowledge.

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.
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.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.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VPA.1.1.8	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.8.A	Dance
VPA.1.1.8.A.1	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
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.1.1.8.A.4	Integrate a variety of isolated and coordinated movements in dance compositions and

	performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
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.2	Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.

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.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

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

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ELA.L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and
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	subjunctive mood.
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
ELA.L.SS.8.1.F	Use an ellipsis to indicate an omission.
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.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.

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

see Crosswalks

21st Century Life and Careers

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.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.8.B.CS3	The role of society in the development and use of technology.

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
<p>Unit Rationale The purpose of this unit...</p> <p>Introduction and Stage Directions:</p>

Stage Combat and Choreography:

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.

Meaning

Essential Questions

Essential Questions

- - What is a choreographer or fight coordinator?
 - How does movement enhance a production?
 - How can I use the discipline and focus learned in combat and choreography in other facets of my life?

Enduring Understanding/Indicators of Understanding

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- - Theatre requires active participation.
 - Theatre artists make choices based on interpretations generated by an established resource to accomplish their purpose
 - 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.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- - safety of combat
 - dance terms
 - history of dance on broadway
 - history of stage combat in the theater
 - stage combat terms

Skills

Skills

Student will be skilled at ...

- - have a successful dance/stage combat experience.
 - express ideas and emotions through movement.
 - experience the self-esteem resulting from moving creatively
 - develop and refine a movement memory.
 - be able to relate movement effectively to accompanying sounds and music.
 - develop a broader range of movement and increased movement vocabulary.
 - perform for peers.
 - draw motivation for movement experiences from various stimuli.
 - synthesize life experiences into dance and integrate dance into the other arts, sciences, and humanities.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

<https://www.youtube.com/watch?v=P3WenlrQ8GY>

<http://www.bookpump.com/upb/pdf-b/2330711b.pdf>

FIRST LIGHT VIDEO PUBLISHING 2321 Abbot Kinney Blvd. Venice, CA 90291 To Order Call: 310-577-8581 Fax: 310-574-0886 Email: sale@firstlightvideo.com Web: www.firstlightvideo.com

<http://www.marcom.com.au/SGuides/ZZTMW/6FLUSC02.pdf>

Formative Assessment Strategies

Formative Assessment Strategies

- observations
- analogy prompts
- quiz
- think-pair-share
- onion ring

[Formative Assessment Strategies.pdf](#)

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- - Follow stage combat guide
 1. introduce rules and safety of stage combat
 2. practice three basic techniques
 3. learn terms of combat
 - learn simple choreography for the stage
 - view and assess Broadway dance styles

[4.StageCombatPerformance.doc](#)

[1.Hand-to-HandTermsandDefinitions.doc](#)

[1.StageCombatHorrorStories.doc](#)

[SM packet.pdf](#)

[stage combat print.pdf](#)

[stage combat terms.pdf](#)

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.