

Unit 02: Improv, Pantomime, and Comedy (Weeks 9-17)

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

Standards Alignment

New Jersey Student Learning Standards

TH.6-8.1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
TH.6-8.1.4.8.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.
TH.6-8.1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
TH.6-8.1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
TH.6-8.1.4.8.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.
TH.6-8.1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
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.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
TH.6-8.1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
TH.6-8.1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
VPA.1.1.8.C	Theatre
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.1.2.8	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.8.A	History of the Arts and Culture
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the

	creation of new technologies.
VPA.1.3.8.C	Theatre
VPA.1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
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.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
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.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

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.

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

Capacities of the Literate Individual Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

They comprehend as well as critique.

They come to understand other perspectives and cultures.

LA.RL.8	Reading Literature Range of Reading and Level of Text Complexity
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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.
ELA.SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

see Crosswalks

21st Century Life and Careers

CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.2.8.A.CS1	The characteristics and scope of technology.
TECH.8.2.8.A.CS2	The core concepts of technology.
TECH.8.2.8.A.CS3	The relationships among technologies and the connections between technology and other fields of study.

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Improv, Pantomime and Stand-up Comedy:

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 begin the performance portion of the course utilizing skills in flexibility and creativity.

Meaning

Essential Questions

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- How do artists develop creative thinking skills and apply them to scenarios onstage?
 - What are the most underutilized ways to work cooperatively with artists who react and act in various scenes?
 - How can I contribute positively to the theater community?

Enduring Understanding/Indicators of Understanding

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- Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.
 - Theatre artists work individually and as a contributing team member.
 - Theatre requires active participation.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- strategies of improv
- saying “Yes”
- how to fail well
- famous and inspiring comedians and panto performers
- qualities of pantomime
- the difference between mime and panto
- how to identify the funny moments within a scene
- history of improv
- importance of improv in daily life

Skills

Skills

Student will be skilled at ...

- differentiate immediately for a variety of scenes and settings
- cite film/historical evidence when arguing “funny moments” in a pantomime scene
- critique peers and evaluate performances with valuable feedback
- work flexibly with a variety of partners in short amounts of time
- apply pantomime concepts to create a silent film
- write, produce, direct, edit, and star in a 90 second silent film

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

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-%20202.1.2012.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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- Student conferences
- observation
- exit cards
- debriefing
- 3-2-1
- gallery walk

[Formative Assessment Strategies.pdf](#)

Learning Activities/Unit of Study

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- Pantomime through the years - internet history
- basics of panto
- pantomime and narrations
- improv comedy games
- Who's line is it Anyway Competition
- Stand-up skills and techniques
- Laugh Factory
- - Improv games:
 1. What are you doing?
 2. Props
 3. telephone
 4. zapped
 - Foreign Lipdub
 1. charlie brown YouTube videos
 2. scenarios and performances
 - Pantomime power point (flipped classroom style)
 - Charlie Chaplin character study
 - silent movie creations
 1. write, direct, star, edit, and produce 90 second silent film
 2. silent movie powerpoint
 3. presentations
 - Guest performer:
 1. improv session for writing and theater.
 1. connect to growth mindset and traits of theater used in specific professions
 2. singer/songwriter Q/A
 3. performances
 4. theater game - Reverse/Forward

[Lesson-6.Lip-Syncing-Assignment.docx](#)

[Lesson-2.Analyzing-Movement-in-Silent-Film.docx](#)

[Lesson-6.Pantomime-Preview-Worksheet.docx](#)

[Lesson-5.Pantomime-Preview-Rubric.docx](#)

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.