

Unit 06: Writing Directing

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

Standards Alignment

New Jersey Student Learning Standards

VPA.1.1.12.C	Theatre
VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.1.12.C.3	Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.
VPA.1.3.12.C	Theatre
VPA.1.3.12.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.4.12	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.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.B	Critique Methodologies
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

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

Interdisciplinary Connections: NJSLS 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 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 value evidence.

They come to understand other perspectives and cultures.

LA.K-12.NJSLSA.W	Writing
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Production and Distribution of Writing

LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.
LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.L	Language Conventions of Standard English
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Knowledge of Language
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.K-12.NJLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.W.11-12.10	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.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
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.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.L.4.3.B	Choose punctuation for effect.
LA.L.3.3.A	Choose words and phrases for effect.

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

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit...

Meaning

Essential Questions

Essential Questions

1. In what ways can fear, frustration, and/or dislike effect a person's writing?
2. How does fluidity in reading help understand complex scripts?
3. How can writing your own script enhance understanding of other people's scripts?
4. What parts of the whole should be considered in any theatrical piece?
5. In what ways can someone write and/or direct a show?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

1. Writing should be executed without fear, frustration, or aversion.
2. When the motives and exchanges become complex, it is important that everyone be able to read fluidity.
3. Writing your own script helps understand the structure of other writers.
4. Though your stylistic choice may differ, there are certain essential parts of the whole that have to be considered in any theatrical piece.
5. In order to feel the perfect progression within a work, you can only try, test, and redo until like puzzle pieces everything falls into place.
6. There is no one right way to direct a show correctly.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Definitions: metaphor, dramatic, abstraction, absurdity, empathy, form, gesture, vocal tone, posture, pride, courage, cowardliness, suspense, gift, original voice, character, imitation, mimic, nonverbal progression, blocking, level, plane, beats, pantomime, counter focus
- How to be dramatic without going over the top
- Appropriate physical reactions to text and others
- Abstract images and their roles in theatre
- Keeping focus no matter what
- Changing the behavior of a character depending on circumstances
- Think on a whim and appropriately for various situations
- Combining real life with characters to add life
- How the world affects the arts
- Highlighting important facts as well as usually unnoticeable facts

- The media's effect on issues around the world
- Realizing prominent figures are human beings too
- Ways to be comfortable with unfamiliar situations
- The benefits of simplicity versus complexity
- Knowing one is not alone when one messes up
- Finding humor in otherwise serious or embarrassing situations
- Many good stories are based on mistakes and embarrassments
- The dramas and trials of the average teen
- Observing and recording in an objective matter
- Range of "moments" that can be achieved in storytelling
- Accepting oneself as he/she is
- Imitation versus mimic
- How theater music has different uses from generic songs
- Stage right is stronger than stage left
- Stage left looks heavier
- Stage areas
- Movement track uses
- Movement working with written words
- Character relations to script and movement
- Ground plan utilization
- Time management
- Production design
- Power of item placement on stage
- Blocking is the backbone of the production

Skills

Skills

Student will be skilled at ...

- Learn more about one another
- Expand awareness and knowledge of what is "dramatic"
- Relate to text in a physical way
- Give great passion and importance to something abstract
- Maintain focus while changing the behavior of the character
- Develop quick thinking and the ability to be absurd
- Bring truth to complicated issues
- Heighten awareness of our large and complex world
- Encourage empathy
- Introduce the causes of global sickness and destruction
- Find the ridiculous
- Explore news that is hopeful
- Break up the solemn mood the world news can bring into a room
- Look for details in the news that aren't immediately apparent
- Explore form and presentation of news by the media
- Adapt real circumstances to fictional ones
- Encourage active, empathetic thinking
- Imagine what having power would be like
- Observe gesture, vocal tone, and posture
- Increase perception
- Perceive the unfamiliar with greater ease
- Broaden vocabulary and experience
- Share information cleverly and simply
- Transform day-to-day events into theatrical images
- Add strong, positive emotion while revisiting a moment of strength and self-esteem

- Detoxify mistakes by making them funny
- Reevaluate one's own definition of real courage
- Redefine what it means to be a coward through theatrical images
- Lessen humiliation
- Explore suspense, shared secrets, and the lies in which adolescents specialize
- Create a story in which the lead character will face consequences
- Explore the many definitions of gifts and generosity
- Explore positive and negative relationships
- Objectively observe and record something that is usually very emotional
- Expand vocabulary of "moments" for storytelling
- Resolve personal discomfort with mirrors
- Switch fluidly from topic to topic
- Understand the relationship between original voice and content
- Create and write for a character
- Incorporate another voice into monologues
- Hear two voices
- Use theater music in a different way than a generic song
- Spark the imagination
- Learn to sense nonverbal progression
- Hold focus
- Reclaim a moment
- Make the strange familiar
- Block a scene with the flow and against the flow
- Effectively stage a play
- Justify variations in level, plane, and body position
- Follow specific movement tracks without losing emotion
- Transform artificial structures into fully justified, totally convincing scenes
- Creating movement that flows together and fits scenes
- Create movement that provides a visual progression
- Create a two-character scene in which the situation, characters, and lines fully justify and integrate the movements of both players
- Utilize a ground plan to its maximum potential
- Exhibit knowledge of focus with ground plan only
- Stage a scene
- Uncover the "essence" of an intended scene
- Perform an open scene silently as a visual pantomime
- Experiment with counter focus
- Integrate a picture into a well thought-out scene
- Create and execute a production concept for a play
- Schedule rehearsals for a production

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- Paper

- Pens/Pencils
- Theatre Reference Book: *At Play Teaching Teenagers Theater* by Elizabeth Swados
- Personal objects from home
- The stage
- Various props, costume pieces, and set pieces
- Plays for analysis
- *Directing for the Stage* by Terry John Converse
- Floor plan cards
- Movement track cards
- Pictures
- Bottle

Formative Assessment Strategies

Formative Assessment Strategies

- Cycle Participation (willingness, effort, attendance)
- Following guidelines of each activity
- Task completion
- Incorporation of theatre elements learned throughout the year
- Ability to use the stage to the necessary scene requirements

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Note: Learning activities are presented as possibilities not expectations

- Monologues
- Scene Writing
- Dealing with Complications
- Visual Stage Strength
- Serial Starters 1
- Serial Starters 2
- Serial Starters 3
- Serial Starters 4
- Justified Patterns 1
- Justified Patterns 2
- Free 'N Fixed
- Power Planning
- Two Person Simple Scenes
- Three Person Simple Scenes
- Picture Play
- Point Conception

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.