

MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY

Williamstown High School



Theatre/Actor's Studio

September 2004

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Monroe Township Public Schools

Philosophy of Education

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parent and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners. We accept the challenge and responsibility of accomplishing these goals.

Revised: August, 1996

Williamstown High School Mission Statement

Williamstown High School provides an atmosphere where our students become responsible, productive citizens, and life-long learners.

BELIEFS

Students are responsible for their education and are accountable for their actions and decisions.

Students and staff respect all people regardless of race, color, creed, religion, gender, and sexual orientation.

Students, regardless of learning styles and abilities, need to be challenged and inspired in order to achieve their full potential.

Students and staff are provided a safe and supportive environment in which they can pursue their educational goals.

High expectations are communicated to the students from all members of the school's community.

Effective education is a student, staff, and community partnership, which prepares students for the future in a technologically changing society.

High school personnel serve as catalysts for academic and personal success for all students.

Revised: 2004

The Visual and Performing Arts

Philosophy

The Visual and Performing Arts Department is committed to teaching all students what they need for development of their talents in the areas of art, music and theatre arts. Students should be able to take courses, which enable them to unlock their creative abilities, and then enable them to perform and create in their areas of interest. It is the goal of this department to foster ideals which permit the student to become more artistically self aware through the development of the student's creative abilities, and become more self-assured through the performance process.

Through these basic goals, it is our hope that each student will become more creative in their chosen field of endeavor, and develop into a more self-confident individual, We hope that each student develops an appreciation for the arts and how they can enrich their life and make the a more knowledgeable individual.

Through the course of a student's Visual and Performing Arts education, the student should be able to justify its connection to other subjects and the needs of the society. This realization will serve to enrich the student's abilities and make them a more marketable commodity.

Monroe Township Public Schools
Williamstown, New Jersey

Curriculum Philosophy

Monroe Township Public Schools offer all students access to curricula that addresses the New Jersey Core Curriculum Content Standards to provide for differentiation in meeting the needs of a variety of learners. All students identified as Special Needs and English language Learners are provided with instruction that will meet the needs as identified in their individual educational plan or as established through the utilization of content area benchmark assessments. Our goal, as a district, is to provide students with the skills necessary to meet the rigor of a selected career in the 21st century.

August 2008

Purpose Statement

Our Visual and Performing Arts Curriculum is constructed to enable a student to obtain training in both theoretical and applied hands on experiences. This will allow the student the opportunity to develop specific skills in bother comprehensive, and applied areas.

The term applied in a broad sense covers all performance groups and all courses, which provide the student with the greatest amount of creativity. Its counterpart is comprehensive which is a study of Visual and Performing Arts as a language of expression.

This elective course is designed as a continuation of study for student actors who have successfully completed basic Acting. This course is structured as a workshop where students create characters through dramatic improvisation as a means of promoting the development and integration of an actor's cognitive abilities (his ability to think) with his subjective life (what he feels intuit) with his affective growth (his internalization of attitudes and values) with his capacity to create.

SW delve further into the concept of process drama, exploring at an advanced level, the parallels between theatre and life by (1) recalling and using their knowledge and experience to enhance their understanding and communication of the know, and to make inferences about what is unknown and has not been experienced; (2) imagining themselves, someone else, or something else confronting problems; (3) relating to and interacting with others; (4) analyzing alternatives and making decisions; (5) exploring, developing, and expressing ideas and feelings through enactment; (6) evaluating the outcomes of their actions.

This course will also survey many aspects of the theatre including advanced scene study, monologues, and theatre history. Students work together in groups to create dramatic challenges as they cross over into the world of story. They imagine the story, engage with it, struggle with its unfamiliar concepts and associate their own experience with it. They process key events, images, and themes of story by living them out in drama. Both story and drama demonstrate a concern for people – their values, their beliefs, the experiences they live through. Students work together in groups to become a powerful source of creative ideas and effective criticism as they continue their journey to develop a deeper understanding of human behavior, themselves, and the world they live in.

The students will develop an awareness of careers related to content of this course. This will be accomplished through the use of guest speakers, periodicals, and discussion.

COURSE ORGANIZATION

Theatre/Actor's Studio

LENGTH OF TIME:	Full Year
NUMBER OF PERIODS PER WEEK:	5
NUMBER OF CREDITS:	5.00
PREREQUISITES:	None
REQUIRED:	Elective
RANK:	Non-Weighted

Williamstown High School
Williamstown, New Jersey

COURSE PROFICIENCY REQUIREMENTS

COURSE: THEATRE/ACTOR'S STUDIO

TEACHER: Staff

CREDITS: 5.00

WEIGHTED FOR CLASS RANK: NO

Pursuant to the High School Graduation Standards Act (NJSA 18A:7, et. Seq.) successful completion of this course will require:

- Regular attendance as mandated by Board Policy.
 - Mastery of the below listed content/objectives and achievement of the proficiencies required.
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OVERVIEW

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Students will delve further into the concept of process drama, exploring at an advanced level, the parallels between theatre and life by (1) recalling and using their knowledge and experience to enhance their understanding and communication of the known, and to make inferences about what is unknown and has not been experienced; (2) imagining themselves, someone else, or something else confronting problems; (3) relating to and interacting with others; (4) analyzing alternatives and making decisions; (5) exploring, developing, and expressing ideas and feelings through enactment; (6) evaluating the outcomes of their actions.

This course will also survey many aspects of the theatre including advanced scene study, monologues and theatre history. Students work together in groups to create dramatic challenges as they cross over into the world of story. They imagine the story, engage with it, struggle with its unfamiliar concepts and associate their own experience with it. They process key events, images and themes of story by living them out in drama. Both story and drama demonstrate a concern for people – their values, their beliefs, the experiences they live through. Students work together in groups to become a powerful source of creative ideas and effective criticism as they continue their journey to develop a deeper understanding of human behavior, themselves and the world they live in.

Drama is grounded in the educational concepts of classroom as a community and knowledge as a social construct; consequently, peer respect and active participation in all phases of the drama process are required of all course participants. Research is incorporated into the course via text-related work, and experience-based writing is required.

PROFICIENCIES

1. Analyze a play for content, reflecting on theme and character motivation.
2. Understand the process and production facets of character design.
3. Adopt and sustain a variety of roles with imagination and confidence
4. Understand and develop relationships between history and drama.
5. Use space and movement imaginatively with a sense of purpose.
6. Demonstrate an understanding of drama process conventions through oral/written and analysis/application.
7. Assume the role of costume designer, demonstrating an understanding of character and context.
8. Demonstrate an understanding of set design.
9. Demonstrate originality, technical skills and artistic expression in the creation and performance of a commercial production.
10. Evaluate multiple art forms and texts using appropriate aesthetic/cultural philosophies.
11. Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, theatre or visual arts.
12. Demonstrate an understanding of improvisation
13. Communicate and conduct themselves in a professional manner using proper theatrical vocabulary and stage etiquette.
14. To apply aesthetic/cultural philosophies to dramatic texts: Stanislavski and Method acting.

CAREERS/OBJECTIVES

Actor, teacher, teaching artist, stage crew, director, producer, stage manager, playwright, costume designer, lighting designer, set designer, artistic director, sound designer, technician, waiter, President of the United States.

ASSESSMENT OF STUDENT ACHIEVEMENT

Group participation, engagement in material, scene work, monologues, preparation, projects and presentations, assigned evaluations, tests, student teaching and stage managing.

SCOPE AND SEQUENCE

ACTOR'S STUDIO

Intermediate Acting

WARM-UPS
THEATRE GAMES
IMPROVISATIONS

MOVEMENT
VOICE AND DICTION
THEATRICAL TERMINOLOGY

COLDREADINGS
SCRIPT ANALYSIS
CHARACTER ANALYSIS

SCENE WORK
MONOLOGUES

DRAMA PROCESS

STANISLOVSKI
MEISNER
UTA HAGEN

GROUND PLANS
COSTUME DESIGN

THEATRE HISTORY
HISTORICAL EVENTS AND INDIVIDUALS
STUDY OF THE CLASSICS

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 1 *Analyze a play for content, reflecting on theme and character motivation.*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities		Assessment Strategies		Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio / Visual 5. Demonstration 6. Cooperative Groups 7. Lab	8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)	1. Multiple Choice 2. Essay 3. Fill – In – Blanks 4. Open –ended 5. Writing samples 6. Auth. / Per Based 7. Problem solving 8. Oral Presentation	9. Self – Evaluation 10. Class Survey 11. Timing / Drills 12. Participation / Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	
1.1-1.6	1.1 Students will compare the validity of the character’s actions as a result of the social status of the time period.	2, 3, 6, 8, 9		2, 12, 13		5
	1.2 Students as critics will analyze the play’s content reflecting issues involving poverty, isolation, and injustice.	1, 3, 4, 11, 12,		2, 5, 8, 9, 10, 12, 13		2, 5, 7
	1.3 Students will discuss relevant themes in a modern context.	3, 6, 8		5, 10, 13		5
	1.4 Students will identify character’s struggles and motivations.	2, 3, 6, 8, 11, 13		2, 9, 12, 13, 14		3, 5
	1.5 Students will research the social and cultural conditions of a particular society and time period.	3, 4, 5, 6, 8, 11, 13		5, 12, 13, 14		2, 5, 6
	1.6 Students will identify the irony in the play.	2, 3, 6, 7		9, 12		5
	1.7 Students will freeze frame a particular comic or tragic moment.	5, 6, 9		9, 10, 11, 12, 13		5
	1.8 Students will participate in a lively narrative storytelling technique to introduce background or “given circumstances.”??	3, 4, 5, 6, 8, 9, 10, 13		5, 12, 13, 14		5

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 2 *Understand the process and production facets of character design.*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1 – 1.6	<p>2.1 Students will participate in a teacher-selected scene from one of the compositions that demonstrates the creative development of a character.</p> <p>2.2 Students will incorporate movement, use of space, and application of voice in character development.</p> <p>2.3 Students will engage in historical/cultural research to facilitate awareness of the complexity of character design.</p> <p>2.4 Students will be familiar with Stanislavski’s concept of the “magic if.”</p> <p>2.5 Students will comprehend the Stanislavski Methodology of Physical Action.</p> <p>2.6 Students will prepare a scene demonstrating the effective use of Physical Action in developing characterization.</p> <p>2.7 Students will cold read plays.</p> <p>2.8 To engage in constant articulation and reinforcement of the drama</p>	<p>1, 2, 3, 5, 6, 8, 9, 11, 13</p> <p>2, 3, 5, 6, 8, 9, 10, 13</p> <p>1, 2, 3, 5, 6, 8, 11, 13</p> <p>2, 5, 8, 9</p> <p>3, 5, 8, 9</p> <p>3, 5, 6, 8, 9, 13</p> <p>8</p> <p>2</p>	<p>2, 8, 9, 10, 12, 13, 14</p> <p>9, 10, 11, 12, 13</p> <p>2, 14, 12</p> <p>12, 13, 14</p> <p>12, 13</p> <p>9, 10, 12, 13, 14</p> <p>12, 13</p> <p>12, 13</p>	<p>5</p> <p>4, 5</p> <p>1, 5, 6</p> <p>5</p> <p>5</p> <p>1, 4, 5</p> <p>5</p> <p>5</p>

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 3 *Adopt and sustain a variety of roles with imagination and confidence*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1-1.6	<p>3.1 Students will understand the process of creating a character.</p> <p>3.2 Students will gain skills for all aspects of theatrical production.</p> <p>3.3 Students will participate in cold readings.</p> <p>3.4 Students will demonstrate cooperative learning through group devising projects.</p> <p>3.5 Students will understand the intricacies of casting decisions and demonstrate ability to cast assigned project.</p>	<p>1. Specific Frameworks 8. Reading</p> <p>2. Lecture 9. Practice by doing</p> <p>3. Discussion Groups 10. Teaching Others</p> <p>4. Audio / Visual 11. Homework</p> <p>5. Demonstration 12. Field Trip</p> <p>6. Cooperative Groups 13. Projects</p> <p>7. Lab 14. Other (explain)</p> <p>2, 3, 6, 8, 9, 11, 13</p> <p>2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13</p> <p>8, 9</p> <p>3, 6, 10, 13</p> <p>2, 3, 4, 6, 9, 11, 12, 13</p>	<p>1. Multiple Choice 9. Self – Evaluation</p> <p>2. Essay 10. Class Survey</p> <p>3. Fill – In – Blanks 11. Timing / Drills</p> <p>4. Open –ended 12. Participation / Discussion</p> <p>5. Writing samples 13. Teacher Observation</p> <p>6. Auth. / Per Based 14. Portfolio</p> <p>7. Problem solving 15. Other (explain)</p> <p>8. Oral Presentation a. Lab Work</p> <p>2, 5, 8, 9, 10, 12, 13, 14</p> <p>1 – 14</p> <p>9, 12, 13</p> <p>5, 7, 8, 9, 10, 12, 13, 14</p> <p>8, 9, 12, 13, 14</p>	<p>1.Textbooks</p> <p>2. Software</p> <p>3.Survey</p> <p>4.AVA/Video</p> <p>5.Supplemental</p> <p>6. Resource People</p> <p>7. Other (explain)</p> <p>1, 5</p> <p>1 - 6</p> <p>1, 5</p> <p>1 -6</p> <p>5, 6</p>

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 4 *Understand and develop relationships between history and drama.*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1-1.6	<p>4.1 To engage in historical/cultural research to facilitate comprehension of literature.</p> <p>4.2 To understand how literature can be interpreted and contextualized in dramatic form.</p> <p>4.3 To apply aesthetic and cultural philosophies to dramatic texts: Stanislowski and Method Acting.</p> <p>4.4 Students will select a character from a classic play and perform a scene that evidences character subtext by appropriate physical action/movements/mannerisms.</p> <p>4.5 Students will construct still images in a story frame using an object as the narrative focus point. They will work to ensure that their still images reflect an awareness of historical context. Students must be able to articulate thought tracking, and dynamize the narrative focus point as the engage in the drama process. Students will be expected to present their story frames for collective consideration and be ready to respond to peer feedback.</p>	<p>1. Specific Frameworks 8. Reading</p> <p>2. Lecture 9. Practice by doing</p> <p>3. Discussion Groups 10. Teaching Others</p> <p>4. Audio / Visual 11. Homework</p> <p>5. Demonstration 12. Field Trip</p> <p>6. Cooperative Groups 13. Projects</p> <p>7. Lab 14. Other (explain)</p> <p>3, 4, 6, 8, 11, 13</p> <p>2, 3</p> <p>2, 3, 6, 8, 13</p> <p>1, 6, 9, 11, 13</p> <p>1, 2, 5, 6, 9</p>	<p>1. Multiple Choice 9. Self – Evaluation</p> <p>2. Essay 10. Class Survey</p> <p>3. Fill – In – Blanks 11. Timing / Drills</p> <p>4. Open –ended 12. Participation / Discussion</p> <p>5. Writing samples 13. Teacher Observation</p> <p>6. Auth. / Per Based 14. Portfolio</p> <p>7. Problem solving 15. Other (explain)</p> <p>8. Oral Presentation a. Lab Work</p> <p>9, 12, 13</p> <p>13</p> <p>8, 9, 12, 13</p> <p>2, 8, 9, 10, 12, 13,14</p> <p>10, 11, 12, 13</p>	<p>1.Textbooks</p> <p>2. Software</p> <p>3.Survey</p> <p>4.AVA/Video</p> <p>5.Supplemental</p> <p>6. Resource People</p> <p>7. Other (explain)</p> <p>1 – 5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCCIONAL PLAN

FOCUS TOPIC # 5 *Use space and movement imaginatively with a sense of purpose.*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1-1.6	<p>5.1 Students will identify with a particular character in a play and perform a scene displaying the character’s subtext by developing appropriate physical movements.</p> <p>5.2 Students will demonstrate a creative use of movement, space, and language demonstrating age.</p> <p>5.3 Students will apply the methodology of the “magic if” and participate in a selected scene demonstrating the creative development of a character incorporating movement, use of space and voice.</p> <p>5.4 Students will demonstrate the application of creative movement to character development.</p>	<p>1. Specific Frameworks 8. Reading 2. Lecture 9. Practice by doing 3. Discussion Groups 10. Teaching Others 4. Audio / Visual 11. Homework 5. Demonstration 12. Field Trip 6. Cooperative Groups 13. Projects 7. Lab 14. Other (explain)</p> <p>3, 6, 8, 9, 11</p> <p>2, 3, 4, 5, 6, 9, 10</p> <p>3, 6, 8, 9, 11, 13</p> <p>2, 3, 5, 6, 9, 13</p>	<p>1. Multiple Choice 9. Self – Evaluation 2. Essay 10. Class Survey 3. Fill – In – Blanks 11. Timing / Drills 4. Open –ended 12. Participation / 5. Writing samples Discussion 6. Auth. / Per Based 13. Teacher Observation 7. Problem solving 14. Portfolio 8. Oral Presentation 15. Other (explain) a. Lab Work</p> <p>7, 8, 9, 10, 12, 13</p> <p>9, 10, 12, 13</p> <p>8, 9, 10, 12, 13</p> <p>9, 10, 12, 13</p>	<p>1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)</p> <p>5</p> <p>5, 6</p> <p>5</p> <p>5</p>

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 6 *Demonstrate an understanding of drama process conventions through oral/written and analysis/application.*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1-1.6	<p>6.1 Students will demonstrate working knowledge of Context-building Action</p> <p>6.2 Students will demonstrate working knowledge of conventions for Narrative Action</p> <p>6.3 Students will demonstrate working knowledge of Conventions for Poetic Action</p> <p>6.4 Students will demonstrate working knowledge of Conventions for Reflective Action</p>	<p>1. Specific Frameworks 8. Reading</p> <p>2. Lecture 9. Practice by doing</p> <p>3. Discussion Groups 10. Teaching Others</p> <p>4. Audio / Visual 11. Homework</p> <p>5. Demonstration 12. Field Trip</p> <p>6. Cooperative Groups 13. Projects</p> <p>7. Lab 14. Other (explain)</p> <p>2, 3</p> <p>2, 3, 5, 6, 8, 9, 10, 11, 13</p> <p>2, 3, 5, 6, 8, 9, 10, 11, 13</p> <p>2, 3, 5, 6, 8, 9, 10, 11, 13</p>	<p>1. Multiple Choice 9. Self – Evaluation</p> <p>2. Essay 10. Class Survey</p> <p>3. Fill – In – Blanks 11. Timing / Drills</p> <p>4. Open –ended 12. Participation / Discussion</p> <p>5. Writing samples 13. Teacher Observation</p> <p>6. Auth. / Per Based 14. Portfolio</p> <p>7. Problem solving 15. Other (explain)</p> <p>8. Oral Presentation a. Lab Work</p> <p>2, 9, 10, 12, 13</p> <p>10, 11, 12, 13, 14</p> <p>10, 11, 12, 13, 14</p> <p>10, 11, 12, 13, 14</p>	<p>1.Textbooks</p> <p>2. Software</p> <p>3.Survey</p> <p>4.AVA/Video</p> <p>5.Supplemental</p> <p>6. Resource People</p> <p>7. Other (explain)</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 7 *Assume the role of costume designer, demonstrating an understanding of character and context.*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1-1.6	<p>7.1 Students will develop concept for costume plot for a straight play or musical demonstrating an understanding of character and context.</p> <p>7.2 Students will compliment their design efforts with research to refine costume context and effect.</p> <p>7.3 Students will create a costume design representing an assigned classic.</p> <p>7.4 Students will present their costume plots for collective consideration and be ready to respond to peer feedback</p>	<p>1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio / Visual 5. Demonstration 6. Cooperative Groups 7. Lab</p> <p>8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)</p> <p>2, 4, 8, 12, 13</p> <p>4, 8, 12</p> <p>4, 6, 8, 11, 12, 13</p> <p>4, 10, 13</p>	<p>1. Multiple Choice 2. Essay 3. Fill – In – Blanks 4. Open –ended 5. Writing samples 6. Auth. / Per Based 7. Problem solving 8. Oral Presentation</p> <p>9. Self – Evaluation 10. Class Survey 11. Timing / Drills 12. Participation / Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work</p> <p>8, 9, 12, 13, 14</p> <p>8, 9, 12, 13, 14</p> <p>8, 9, 12, 13, 14</p> <p>8, 9, 10, 12, 13, 14</p>	<p>1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)</p> <p>1, 2, 4, 5</p> <p>1, 2, 4, 5</p> <p>1, 2, 4, 5</p> <p>4, 5</p>

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 8 *Demonstrate an understanding of set design.*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1-1.6	<p>8.1 Identify, plan and provide solutions to design problems associated with drama process.</p> <p>8.2 To create a set design for one of the compositions that demonstrates their understanding of time, place, use of space and employment of stage props.</p> <p>8.3 Students will demonstrate knowledge of character complexity and spatial usage within a specified environment in order to articulate the symbolic nature of the play.</p> <p>8.4 Students will be expected to present their set designs for collective consideration and be ready to respond to peer feedback.</p>	<p>1. Specific Frameworks 8. Reading 2. Lecture 9. Practice by doing 3. Discussion Groups 10. Teaching Others 4. Audio / Visual 11. Homework 5. Demonstration 12. Field Trip 6. Cooperative Groups 13. Projects 7. Lab 14. Other (explain)</p> <p>3, 4, 5, 6, 9, 10, 11, 12, 13</p> <p>3, 4, 6, 8, 11, 13</p> <p>2, 3, 4, 5, 6, 12, 13</p> <p>3, 4, 5, 10, 13</p>	<p>1. Multiple Choice 9. Self – Evaluation 2. Essay 10. Class Survey 3. Fill – In – Blanks 11. Timing / Drills 4. Open –ended 12. Participation / Discussion 5. Writing samples 13. Teacher Observation 6. Auth. / Per Based 14. Portfolio 7. Problem solving 15. Other (explain) 8. Oral Presentation a. Lab Work</p> <p>8, 12, 13, 14</p> <p>2, 8, 9, 12, 13, 14</p> <p>12, 13, 14</p> <p>8, 9, 10, 12, 13, 14</p>	<p>1.Textbooks 2. Software 3.Survey 4.AVA/Video 5.Supplemental 6. Resource People 7. Other (explain)</p> <p>1, 2, 4, 5</p> <p>1, 2, 4, 5</p> <p>5, 6</p> <p>4, 5</p>

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 9 *Demonstrate originality, technical skills and artistic expression in the creation and performance of a commercial production.*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1-1.6	<p>9.1 Students will assume roles of a commercial director, developing scripts and corresponding picture frames for commercials that reflect their understanding of audience, presentation style, and product marketability.</p> <p>9.2 Students will cast, direct and video tape final projects for collective consideration and be ready to respond to peer feedback.</p>	<p>1. Specific Frameworks 8. Reading 2. Lecture 9. Practice by doing 3. Discussion Groups 10. Teaching Others 4. Audio / Visual 11. Homework 5. Demonstration 12. Field Trip 6. Cooperative Groups 13. Projects 7. Lab 14. Other (explain)</p> <p>9.1 2, 3, 4, 5, 6, 8, 11, 13</p> <p>9.2 2, 3, 4, 5, 6, 9, 11, 13</p>	<p>1. Multiple Choice 9. Self – Evaluation 2. Essay 10. Class Survey 3. Fill – In – Blanks 11. Timing / Drills 4. Open –ended 12. Participation / Discussion 5. Writing samples 13. Teacher Observation 6. Auth. / Per Based 14. Portfolio 7. Problem solving 15. Other (explain) a. Lab Work 8. Oral Presentation</p> <p>9.1 7, 8, 9, 10, 12, 13, 14</p> <p>9.2 7, 8, 9, 10, 12, 13, 14</p>	<p>1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)</p> <p>9.1 2, 4, 5</p> <p>9.2 2, 4, 5</p>

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 11 *Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, theatre or visual arts.*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1-1.6	<p>11.1 Students will incorporate the use of the internet in all areas of research.</p> <p>11.2 Students will use technology to research historical and political events.</p> <p>11.3 Students will demonstrate media proposals.</p> <p>11.4 Students will create original commercial and film projects.</p>	<p>8, 9, 11, 13</p> <p>3, 4, 6, 8, 9, 11, 13</p> <p>2, 3, 4, 6, 8, 11, 13</p> <p>2 - 6, 8 - 13</p>	<p>12, 13, 14</p> <p>5, 8, 12, 13, 14</p> <p>5, 7, 8, 9, 10, 12, 13, 14</p> <p>8, 9, 10, 12, 13, 14</p>	<p>1 – 6</p> <p>1 – 6</p> <p>1 – 6</p> <p>1 – 6</p>

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 12 *Demonstrate an understanding of improvisation*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1-1.6	<p>12.1 Demonstrate skill and understanding of in “accepting the offer.”</p> <p>12.2 Students will demonstrate their understanding of how conflict can influence the human response and impact human experience.</p> <p>12.3 Students will perform an improvisation based upon a human experience involving conflict.</p> <p>12.4 Students will be responsible for researching and teaching the class one improvisational exercise.</p>	<p>1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio / Visual 5. Demonstration 6. Cooperative Groups 7. Lab</p> <p>8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)</p> <p>3, 5, 6, 9</p> <p>3, 9</p> <p>3, 6, 9</p> <p>5, 10</p>	<p>1. Multiple Choice 2. Essay 3. Fill – In – Blanks 4. Open –ended 5. Writing samples 6. Auth. / Per Based 7. Problem solving 8. Oral Presentation</p> <p>9. Self – Evaluation 10. Class Survey 11. Timing / Drills 12. Participation / Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work</p> <p>12, 13</p> <p>12, 13</p> <p>12, 13</p> <p>8, 9, 12, 14</p>	<p>1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)</p> <p>5</p> <p>5</p> <p>5</p> <p>1, 2, 5</p>

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

FOCUS TOPIC # 13 *Communicate and conduct themselves in a professional manner using proper theatrical vocabulary and stage etiquette.*

Content Standard CPI	Content Objectives	Suggested Instructional Strategies / Activities	Assessment Strategies	Materials, Technology Resources
1.1-1.6	<p>13.1 Students will serve as in-class studio stage managers one week during the school year.</p> <p>13.2 Students will demonstrate knowledge of theatrical terminology.</p> <p>13.3 Students will demonstrate knowledge of stage directions.</p>	<p>1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio / Visual 5. Demonstration 6. Cooperative Groups 7. Lab</p> <p>8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Other (explain)</p> <p>9</p> <p>2, 3, 4, 8, 11</p> <p>5, 11</p>	<p>1. Multiple Choice 2. Essay 3. Fill – In – Blanks 4. Open –ended 5. Writing samples 6. Auth. / Per Based 7. Problem solving 8. Oral Presentation</p> <p>9. Self – Evaluation 10. Class Survey 11. Timing / Drills 12. Participation / Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work</p> <p>13</p> <p>1, 3, 5, 12, 14</p> <p>3, 12, 13, 14</p>	<p>1.Textbooks 2. Software 3.Survey 4.AVA/Video 5.Supplemental 6. Resource People 7. Other (explain)</p> <p>5</p> <p>1, 2, 5</p> <p>5</p>

APPENDIX

Students in Drama will demonstrate understanding of many of the following drama process conventions through oral/written analysis/application:

Conventions for Context-building Action

Sound-tracking	Still image
Role on the wall	Costuming
Space definition	Collective Drawing
Map making	Diary Entry
Letters	Message
Graffiti	Unfinished Materials
Simulation	Games

Conventions for Narrative Action

Telephone Conversations	Mantel of the Expert
Meetings	Interviews and Interrogations
Overheard Conversations	Noises Off
Hot-seating	Reportage
A day in the life...	Teacher-in-Role
Whole group role play	

Conventions for Poetic Action

Analogy	Caption making
Ceremony	Come on down
Folk forms	Forum Theatre
Masks	Mimed activity
Montage	Prepared roles
Re-enactment	Revue
Ritual	Role-reversal
Small group role-playing	

Conventions for Reflective Action

Gestalt

Life-line

Moment of truth

This way/that way

Voices in the head

Internal Conflict

Line of Opinion

Giving Witness

Making the Moment

Narration

Thought tracking

Conscience alley

Venting

Tribunal

Writing Statement

Writing in Drama focuses on enabling students to communicate effectively and expressively through creative and expository texts that reflect organization, direction, support and development. As a regular practice, students in Drama will be expected to write in some mode on a regular basis. Students will develop critical research skills via research-based activities and assessments that require composition. Students are required to consult with their teacher and peers on draft work; consequently it is expected that final drafts must be free of grammatical, mechanical, and structural errors.

Technology Statement

Students in drama are expected to use computers to facilitate the writing process and the development of research skills. Internet and CD ROM technologies are critical tools, and students in Drama are expected to utilize them when they engage in research-related activities and projects.

Drama Improvisation and Performance

Work creatively in various sized groups.

- Scene work
- Improvisations
- Devising scenes – issue oriented or *long form improvisation*

Adopt and sustain a variety of roles with imagination.

- Cold readings
- Monologues
- Prepared material

Demonstrate a creative use of movement, space and language

- Theatre games
- Self choreography – *The Harvest; Transferring of Personal objects*
- Filling your space per your character design

Discuss the drama and explore issues sensitively

- Group work
- Initiate ideas
- Maintain concentration

Use space and movement imaginatively with a sense of purpose

- Extend the narrative
- Explore physicality's of the character

- Stage business

Perform well sustained, convincing and challenging roles.

- Thoroughly developed character analysis and design
- Language shown as a reflection of the dramatic intention of the role.
- Dialects

Show sensitivity to the group as a whole and be perceptive and sensitive to other characters and situations.

Readings and Resources

Supplemental materials and handouts

One Acts

Monologues

Reader's Theatre

Plays:

Under consideration

- The Tempest
- Odd Couple
- Blithe Spirit
- Crimes of The Old Brewery
- Dial M for Murder
- Edelweiss
- Importance of Being Earnest
- The Invisible Man
- The Martian Chronicles
- Mash
- Pride and Prejudice
- The Sherlock Holmes Trilogy
- Taming of The Shrew
- Death of A Salesman
- Wait 'til Midnight
- 12 Angry Women
- 15 Minute Shakespeare

1. Visual and Performing Arts

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Knowledge

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.
2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.
3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

B. Skills

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.
2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

1. Visual and Performing Arts

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Dance

1. Demonstrate technical proficiency and artistic application of anatomical and kinesthetic principles in performance.
2. Craft dances with themes that have unity of form and content and demonstrate the ability to work alone and in small groups to create dances with coherence and aesthetic unity.
3. Collaborate in the design and production of a dance work.
4. Outline a variety of pathways and the requisite training for careers in dance.

AND/OR

B. Music

1. Sing or play musical works from different genres with expression and technical accuracy.
2. Analyze original or prepared musical scores and demonstrate how the elements of music are manipulated.
3. Improvise or compose melodies, stylistically appropriate harmonizing parts and rhythmic accompaniments using a chosen system of notation.
4. Arrange simple pieces for voices or instruments using a variety of traditional and nontraditional sound sources and electronic media.

5. Outline a variety of pathways and the requisite training for careers in music.

AND/OR

C. Theater

1. Create original interpretations of scripted roles demonstrating a range of various appropriate acting styles and methods.
2. Interpret a script by creating a production concept with informed, supported, and sustained directorial choices.
3. Collaborate in the design and production of a theatrical work.
4. Plan and rehearse improvised and scripted scenes.
5. Outline a variety of pathways and the requisite training for careers in theater.

AND/OR

D. Visual Art

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.
2. Perform various methods and techniques used in the production of works of art.
3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.
4. Outline a variety of pathways and the requisite training for careers in the visual arts.

1. Visual and Performing Arts

STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Dance

1. Categorize the elements, principles, and choreographic structure of specific dance masterworks.
2. Articulate understanding of choreographic structures or forms such as palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation.
3. Analyze issues of ethnicity, gender, social/economic status, age, and physical conditioning in relation to dance.

AND/OR

B. Music

1. Evaluate a diversity of musical works to discern similarities and differences in how the elements of music have been utilized.
2. Synthesize knowledge of the elements of music.
3. Identify how the elements of music are utilized in a variety of careers.

AND/OR

C. Theater

1. Describe the process of character analysis and identify physical, emotional, and social dimensions of characters from dramatic texts.
2. Analyze the structural components of plays from a variety of social, historical, and political contexts.
3. Interpret a script to develop a theatrical production concept.
4. Explain the basic physical and chemical properties inherent in components of technical theater such as light, color, pigment, scenic construction, costumes, electricity, paint, and makeup.

AND/OR

D. Visual Art

1. Compare and contrast innovative applications of the elements of art and principles of design.
2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.

1. Visual and Performing Arts

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Knowledge

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).
2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.
3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

B. Skills

1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.
2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

1. Visual and Performing Arts

STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Knowledge

1. Parallel historical events and artistic development found in dance, music, theater, and visual art.
2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

B. Skills

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.
2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.