

# Unit 1: Intro to Theater - Vocabulary and Etiquette

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Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **14 days**  
Status: **Published**

### **General Overview, Course Description or Course Philosophy**

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Appreciation of Artistic Performance allows students to synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

### **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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performance develops one's skill in language and all expressive mechanisms, including voice and bodily expression.

- artistic performance develops through psychological, moral, physical and socio-economic analysis of character.
- artistic performance is enhanced through elements of stagecraft and production.
- artistic performance uses specific terminology in its analysis of performance.

### **CONTENT AREA STANDARDS**

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TH.9-12.1.4.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
TH.9-12.1.4.12prof.Cn10a	Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
TH.9-12.1.4.12prof.Cn11a	Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

### **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify

user experiences.

LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.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.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- artistic performance will involve voice as well as bodily expression.
- character analysis is critical toward understanding character motivation.
- specific terminology, such as mood, rhetoric, stage directions, etc. will direct the actor and guide the performance.

## **Procedural Knowledge**

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Students will be able to:

- practice telling a story using movement, voice, and facial expression.
- utilize terminology correctly to analyze stage movement.
- identify the components of a stage or setting.
- assess a live performance character's point of view and identify how the specific use of rhetoric enhances the mood.
- adapt speech to a variety of contexts and tasks.
- 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 discipline-specific tasks, purposes, and audiences.
- analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- 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.
- present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Benchmark Assessments**

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Benchmark Assessments conducted three times per year, using Pear Assessment (Standards Based Assessments)

## **Alternate Assessments**

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- FlipGrids
- Dramatizations
- KWL Charts
- Top-Down Webs
- Teacher/Student Conferences

## **Formative Assessments**

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- graphic organizers
- note-taking

Alternative

- exit tickets

## **Summative Assessments**

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- quizzes
- journal
- performance (i.e. Live, Flipgrid, Google Meet Recording, Screencast-O-Matic, Screencastify, etc.)

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core:

plays- <https://www.yourstagepartners.com/collections/plays-for-high-schools>

• short plays- [https://www.theatermania.com/broadway/news/the-7-best-plays-for-high-schools\\_84980.html](https://www.theatermania.com/broadway/news/the-7-best-plays-for-high-schools_84980.html)

Supplemental:

key terminology

<http://images.pcmac.org/SiSFiles/Schools/NJ/PitmanPublic/PitmanHigh/Uploads/Forms/TheatreTerms.pdf>

## **INTERDISCIPLINARY CONNECTIONS**

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- English - narrative writing
- Technology - media literacy
- Social studies - social justice, ethics
- Career readiness - art

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

