

# Unit 4 - Tech Theatre

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

## Unit Overview

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Students will acquire the vocabulary and fundamental techniques necessary to design elements for theatrical works. This unit will allow students to synthesize their personal aesthetic preferences with the requirements of a given script while problem solving for real-world applications.

## Enduring Understandings

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Theatre artists rely on intuition, curiosity, and critical inquiry.

Theatre artists develop personal processes and skills for a performance or design.

## Essential Questions

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What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

How do theatre artists fully prepare a performance or design?

## Learning Objectives

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Design Project - students choose a scene from a pre-determined list and create a portfolio of two design elements of their choosing

Career Exploration – Students will explore careers in Theatre, Lighting, Sound, and Video Production.

## Standards: Content

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TH.6-8.1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
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.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.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.

## Standards: Interdisciplinary

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ELA.L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

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## Assessment Evidence

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Formative	Informal Observation, Oral Question/Answer Responses, Class Discussion, Written Class Work, Group Performance, Individual Performance
Summative	Tests, Quizzes, Projects, Formal Performances
Alternative & Benchmark	Alternative – Students choreography dance on paper, alternative assignment on dance style (research paper/presentation) Benchmark – LinkIt Benchmark, Standards aligned assessment, performance assessments
<a href="#">Assessment Evidence Resource</a>	

## **Instructional Resources**

Scripts, Computers, Internet, SmartBoard, YouTube, Sound and Video Equipment as needed, [Instructional Resource List](#)

## **Curricular Mandates**

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

Amistad	Diversity, Equity, and Inclusion
Holocaust	LGBT and Disabilities (Grades 6-12)
Climate Change	Asian American & Pacific Islander

## **Social Emotional Learning (SEL) Competencies**

[NJ Social and Emotional Learning Competencies & Sub-Competencies](#)

	Self-Awareness		Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

## 21st Century Skills & Themes

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X	Global and Cultural Awareness	Technology Literacy	Planning and Budgeting
X	Creativity and Innovation	Financial Institutions	Risk Management and Insurance
	Information and Media Literacy	Digital Citizenship	Economic and Government Influences
	Critical Thinking and Problem Solving	Credit Profile	Career Awareness and Planning
	Civic Financial Responsibility	Financial Psychology	