Unit 4 - Tech Theatre

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

Unit Overview

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

Theatre artists rely on intuition, curiosity, and critical inquiry.
Theatre artists develop personal processes and skills for a performance or design.

Essential Questions

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

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

1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.

Standards: Interdisciplinary

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
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.
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.
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.
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.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
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.
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.
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).
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.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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.
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.
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.

Assessment Evidence

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
Assessment Evidence Resource	

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

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		