

Theatrical Arts

6<sup>th</sup> Grade

Sayreville Middle School

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## **Statement of Purpose**

Theatrical Arts (Grade 6) serves as an introduction to the fundamentals of theatre through the study of acting, play production, stage terminology and the structure and variety of drama through reading, class discussion and hands on activities. Through engaging classroom activities, students will gain knowledge and skills including the ability to think critically, solve problems creatively, make informed judgments, work cooperatively in groups, appreciate different cultures and traditions, imagine and create. Classes will develop an understanding of the influences of theatre through reflection and evaluation of personal work and the work of others. This course encompasses units in basic theater and stage terminology, acting techniques and improvisational exercises, the history and contributions of Greek Theatre and William Shakespeare, and the basics of playwriting and play production.

# Unit 1: Introduction to Theater

Content Area: Visual and Performing Arts

Course(s): Theatrical Arts - 6<sup>th</sup> Grade

Time Period: 1 Marking Period

Length: 2-3 Weeks

Status:

## Summary of the Unit

Students will be introduced to key theater and stage terms and theater jobs.

## Enduring Understandings

Theater is a popular artform in which actors perform a story in a stage area for a live audience.

The parts of the stage and common stage directions enable directors and actors to easily communicate with one another.

Theater is a collaborative artform, involving people of varied skills working in many diverse onstage and backstage roles/jobs.

## Essential Questions

What is theater?

What elements combine to form theater?

What are the key terms used in theater?

What are your experiences with live theater as an audience member and/or as a performer?

What are the different parts of the stage?

What are stage directions?

What are the different jobs in theater?

## Summative Assessment and/or Summative Criteria

Students will complete daily “do now” questions. Students will demonstrate their understanding by answering questions for consideration about theater. Students will further demonstrate their understanding by proving examples of key theater and stage terms. Students will complete a written test on theater terms and jobs.

## Resources

*Theater Throughout The Ages*. Michael Kramme, Ph. D., Mark Twain Media, Inc., Publisher, 1996.

*Teaching Drama: The Essential Handbook*. Casado, Denver. Beat by Beat Press, Publisher, 2014.

[www.dramanotebook.com](http://www.dramanotebook.com)

Topic/Selection Timeframe	GENERAL OBJECTIVES	INSTRUCTIONAL ACTIVITY	BENCHMARK/ ASSESSMENT	STANDARDS
<p>Introduction to Theater</p> <p>2-3 weeks</p>	<p>SWBAT understand and use common theater vocabulary by defining key terms associated with theater.</p> <p>SWBAT identify the various parts of the stage and correctly use basic stage directions.</p> <p>SWBAT define and explain the responsibilities of various behind-the-scenes jobs and appreciate the importance of collaboration involved in accomplishing theater.</p>	<ul style="list-style-type: none"> <li>• Students will complete an “All About Me” worksheet and read it aloud to the class</li> <li>• Students will identify and discuss the primary and secondary elements of theater.</li> <li>• Students will read through and complete Theater Vocabulary worksheets</li> <li>• Students will learn the parts of the stage and complete a stage diagram</li> <li>• Students will learn stage directions and practice using them</li> <li>• Students will read and watch video clips about various theater jobs and reflect upon them (ie. director, choreographer, prop director, stage manager, etc.)</li> <li>• Students will read about how to handle and mark a script when acting in a play</li> </ul>	<p>Students complete a Theater vocabulary worksheet</p> <p>Students complete a Parts of the Stage diagram</p> <p>Students complete a written Theater and Stage Terms Test</p>	<p>1.4.8.Cr1b</p> <p>1.4.8.Cr2b</p> <p>1.4.8.Re9a</p> <p>1.4.8.Re9b</p> <p>1.4.8.Re9c</p>

## **Standards**

1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.

1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.

1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.

1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Follow IEP/504 plans

Make accommodations for ELL students after collaborating with ELL instructors

Projected Slides for ELL students/Visual learners

Mindfulness of reading and speaking levels for ELL/IEP students

Multimedia (Video Projections)

Captions on video for ELL students

Give verbal praise

Preferential seating

## **Suggested Technological Innovations/Use**

Projector and projection screen to project media

Chrome Books for research

YouTube clips of theater jobs

## **Cross Curricular/21st Century Connections**

TECH.9.4.8.CI.4

Explore the role of creativity and innovation in career pathways and industries.

LA.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

# Unit 2: Introduction to Acting

Content Area: Visual and Performing Arts

Course(s): Theatrical Arts - 6<sup>th</sup> Grade

Time Period: 1 Marking Period

Length: 2-3 Weeks

Status:

## Summary of the Unit

Students will be introduced to and understand basic acting terms and techniques. Students will focus on voice, movement, and character development.

## Enduring Understandings

Theater is a popular artform in which actors perform a story in a stage area for a live audience.

Actors believably create various characters in different scenarios and situations.

Characters have physical and emotional traits that actors communicate through vocal and physical choices.

## Essential Questions

What are your experiences with live theater as an audience member and/or as a performer?

How do performers create believable characters?

How do actors use their voices and bodies to create realistic characters?

What is improvisation?

What is the objective of your character?

What is the importance of listening and responding when acting with a partner?

What are different vocal techniques an actor can utilize?

## Summative Assessment and/or Summative Criteria

Students will complete daily “do now” questions. Students will demonstrate their understanding by answering questions for consideration about acting and performance. Students will follow instructions to create characters and develop a story while participating in drama games and Improvisational scenes. Students will rehearse and perform an acting scene with a partner and incorporate teacher feedback.

## Resources

*Contemporary Scenes for Young Actors*. Parker, Douglas M. Beat by Beat Press, Publisher, 2016.

*101 Improv Games for Children and Adults*. Bedore, Bob. Hunter House, Inc., Publisher, 2004.

*112 Acting Games: A Comprehensive Workbook of Theatre Games for Developing Acting Skills*.

Levy, Gavin, 2005.

*Improvisation Starters: A Collection of Nine Hundred Improvisation Situations for the Theater*.

Bernardi, Philip. F & W Media, Inc., Publisher, 1992.



Topic/Selection Timeframe	GENERAL OBJECTIVES	INSTRUCTIONAL ACTIVITY	BENCHMARK/ ASSESSMENT	STANDARDS
<p>Theater games, pantomime, and Improvisation</p> <p>1-2 Weeks (and continuing throughout the quarter)</p>	<p>SWBAT explore acting and communication skills through basic theatre games, acting exercises and simple improvisations.</p> <p>SWBAT perform a physical and vocal warm-up and articulate the importance of warm-ups for a performer.</p> <p>SWBAT apply rules and techniques to create pantomime in theater.</p> <p>SWBAT develop higher level thinking skills by interpreting feelings, emotions and characterizations through acting.</p> <p>SWBAT apply simple vocalization</p>	<ul style="list-style-type: none"> <li>• Students will engage in basic theater games and exercises (“Go For a Walk”, Charades, etc.)</li> <li>• Students will practice vocal exercises, stressing projection, enunciation, and emotion.</li> <li>• Students will create and perform class and small group improvisations that develop and encourage listening and concentration skills.</li> <li>• Students will perform in various improvisational scenes and specific situations as outlined by the teacher. They will create spontaneous characters and make instant decisions.</li> <li>• Students will discuss and demonstrate the importance of listening skills as actors and audience members.</li> </ul>	<p>Students will actively participate in theatre games and Improvisational scenes.</p> <p>Students will demonstrate beginning performance techniques by applying vocal and physical exercises and techniques.</p> <p>Students will demonstrate creativity and quick-thinking skills in developing spontaneous characters and scenarios.</p> <p>Students will share and apply feedback.</p> <p>Students will demonstrate respect while</p>	<p>1.4.8.Cr1a</p> <p>1.4.8.Cr1c</p> <p>1.4.8.Cr2a</p> <p>1.4.8.Cr2b</p> <p>1.4.8.Cr3a</p> <p>1.4.8.Cr3c</p> <p>1.4.8.Pr4a</p> <p>1.4.8.Pr4b</p> <p>1.4.8.Pr5a</p> <p>1.4.8.Pr5b</p> <p>1.4.8.Pr6a</p> <p>1.4.8.Re7a</p> <p>1.4.8.Re7b</p> <p>1.4.8.Re9a</p> <p>1.4.8.Re9b</p> <p>1.4.8.Re9c</p>

Topic/Selection Timeframe	GENERAL OBJECTIVES	INSTRUCTIONAL ACTIVITY	BENCHMARK/ ASSESSMENT	STANDARDS
	<p>exercises to understand the importance of developing vocal and listening skills.</p> <p>SWBAT recognize the importance of nonverbal communication.</p> <p>SWBAT develop the ability to “think on their feet” by spontaneously creating characters, situations, emotions and responses through simple improvisation.</p> <p>SWBAT think and act creatively to solve problems by employing originality, flexibility, and imagination.</p>	<ul style="list-style-type: none"> <li>Students will develop and recognize characters using nonverbal and critical thinking skills.</li> </ul>	<p>viewing peer performances.</p> <p>Evaluation of work by the teacher.</p>	
<p>Acting Scenes 1-2 weeks</p>	<p>SWBAT explore acting and communication skills through two</p>	<ul style="list-style-type: none"> <li>Students will be partnered up and choose a scene to work on</li> </ul>	<p>Rehearsal of scenes with a partner</p>	<p>1.4.8.Cr1a 1.4.8.Cr1c 1.4.8.Cr2a</p>

Topic/Selection Timeframe	GENERAL OBJECTIVES	INSTRUCTIONAL ACTIVITY	BENCHMARK/ ASSESSMENT	STANDARDS
	<p>or three-person acting scenes.</p> <p>SWBAT develop higher level thinking skills by interpreting feelings, emotions and characterizations through acting.</p> <p>SWBAT apply simple vocalization exercises to understand the importance of developing vocal and listening skills.</p> <p>SWBAT recognize the importance of nonverbal communication.</p> <p>SWBAT collaborate professionally in order to prepare and perform a two-person scene.</p> <p>SWBAT recognize unique, defining</p>	<ul style="list-style-type: none"> <li>• Students will identify the context of their scene and complete “Consider the Context” worksheet</li> <li>• Students will examine their characters and create a character map, identifying character relationships and objectives</li> <li>• Students will consider and apply various vocal and physical techniques to their performance to create a believable character</li> <li>• Students will apply techniques to memorize their lines</li> <li>• Students will block their scenes</li> <li>• Students will rehearse their scenes</li> <li>• Students will perform their scenes for their classmates</li> <li>• Students will discuss and evaluate performances</li> </ul>	<p>Performance of scene with a partner</p> <p>Application of teacher feedback and instruction in performance of scene</p> <p>Critique and feedback of scenes</p>	<p>1.4.8.Cr2b</p> <p>1.4.8.Cr3a</p> <p>1.4.8.Cr3c</p> <p>1.4.8.Pr4a</p> <p>1.4.8.Pr4b</p> <p>1.4.8.Pr5a</p> <p>1.4.8.Pr5b</p> <p>1.4.8.Pr6a</p> <p>1.4.8.Re7a</p> <p>1.4.8.Re7b</p> <p>1.4.8.Re9a</p> <p>1.4.8.Re9b</p> <p>1.4.8.Re9c</p>

<b>Topic/Selection Timeframe</b>	<b>GENERAL OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITY</b>	<b>BENCHMARK/ ASSESSMENT</b>	<b>STANDARDS</b>
	<p>characteristics of a character.</p> <p>SWBAT consider the context of a scene and incorporate it into a performance.</p> <p>SWBAT follow a rehearsal plan and a chosen method of line memorization.</p> <p>SWBAT demonstrate an ability to communicate a character's objectives and subtext in scripted scenes.</p> <p>SWBAT use preparation, reflection, and physical and vocal techniques to create a believable character and an honest performance.</p>			

## **Standards**

- 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
- 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
- 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
- 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
- 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
- 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
- 1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
- 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
- 1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
- 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience
- 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
- 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.
- 1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.
- 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
- 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Follow IEP/504 plans

Make accommodations for ELL students after collaborating with ELL instructors

Projected Slides for ELL students/Visual learners

Mindfulness of reading and speaking levels for ELL/IEP students

Multimedia (Video Projections)

Captions on video for ELL students

Give verbal praise

Preferential seating

## **Suggested Technological Innovations/Use**

Projector and projection screen to project media

Chrome Books for research

YouTube clips from movies or Broadway plays

## **Cross Curricular/21st Century Connections**

TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

# Unit 3: Origins of Theater

Content Area: Visual and Performing Arts

Course(s): Theatrical Arts - 6<sup>th</sup> Grade

Time Period: 1 Marking Period

Length: 2-3 Weeks

Status:

## Summary of the Unit

Students will be introduced to the ancient Greek theater and to William Shakespeare.

## Enduring Understandings

The ancient Greeks were the first to establish theater as a formalized artform.

The ancient Greeks established many elements and rules of theater still utilized today.

William Shakespeare is the most famous playwright in history, whose plays are still performed more than any other playwright.

## Essential Questions

Who were the ancient Greeks?

What was the purpose of ancient Greek theater?

What were the genres of plays in the ancient Greek theater?

What role did masks play in ancient Greek theater?

How were the ancient Greek theaters designed and constructed?

Who was William Shakespeare?

What important events occurred in Shakespeare's life?

Why was William Shakespeare so successful as a playwright?

## Summative Assessment and/or Summative Criteria

Students will complete Questions for Consideration worksheets about Greek Theater and William Shakespeare. Students will write a "Who I Am" poem to read aloud to the class. Students will create a Greek Drama Mask. Students will participate in a table reading of a play by William Shakespeare.

## Resources

*Theater Throughout The Ages*. Michael Kramme, Ph. D., Mark Twain Media, Inc., Publisher, 1996.

*Romeo & Juliet*. Shakespeare, William. Abridged and modernized. Edited by Shawn Peter.

*The Who Was? Show: "Shakespeare"*. Netflix.

"What is Greek Theater?" <https://www.youtube.com/watch?v=rOXUySKf1gM>

"William Shakespeare – Playwright: Mini Bio" <https://www.youtube.com/watch?v=geev441vbMI&t=1s>

Topic/Selection Timeframe	GENERAL OBJECTIVES	INSTRUCTIONAL ACTIVITY	BENCHMARK/ ASSESSMENT	STANDARDS
<p>Intro to Greek Theater  2 weeks</p>	<p>SWBAT define and identify the characteristics and contributions of Greek theatre.</p> <p>SWBAT explain the elements of plot, character, setting, mood, and theme.</p> <p>SWBAT explore the development of theatrical stage design.</p> <p>SWBAT illustrate how a story is told through the medium of Greek Theatre.</p>	<ul style="list-style-type: none"> <li>• Read about and discuss the origins and distinguishing characteristics that represent Greek Theatre (i.e. staging, masks, costumes, music, and chorus).</li> <li>• Discuss any historical or social references found in the stories.</li> <li>• Create a “Who I Am” poem describing yourself and important things in your lives</li> <li>• Create a Drama Mask that either represents your interests, family background, hobbies, etc., or that depicts an original character in a new Greek play.</li> </ul>	<p>Students will complete Greek Theater “Questions for Consideration” worksheets</p> <p>Students will be tested on their knowledge and understanding of the origins of Greek Theater.</p> <p>Students will compose a “Who I Am” poem to read aloud to the class</p> <p>Students will create a Drama Mask to represent themselves or that depicts a design of an original character</p>	<p>1.4.8.Cr2a 1.4.8.Pr5a 1.4.8.Pr5b 1.4.8.Re7a 1.4.8.Re8c 1.4.8.Re9a 1.4.8.Re9b</p>
<p>William Shakespeare  1 week</p>	<p>SWBAT understand and explain important elements of the life and legacy of William Shakespeare.</p>	<p>Students will read and discuss “William Shakespeare” from <i>Theater Through the Ages</i></p>	<p>Students will complete worksheets based upon the life and works of William Shakespeare.</p>	<p>1.4.8.Cr2a 1.4.8.Cr2b 1.4.8.Cr3a 1.4.8.Cr3c</p>



<b>Topic/Selection Timeframe</b>	<b>GENERAL OBJECTIVES</b>	<b>INSTRUCTIONAL ACTIVITY</b>	<b>BENCHMARK/ ASSESSMENT</b>	<b>STANDARDS</b>
	<p>SWBAT create a class ensemble by adapting ensemble characteristics and utilizing vocal techniques while performing a table reading.</p> <p>SWBAT use vocal techniques (projection, inflection, accents) to read aloud as a character</p>	<p>Students will translate and paraphrase famous lines from the works of Shakespeare</p> <p>Students will participate in a table reading of a play by William Shakespeare.</p>	<p>Students will participate in a class wide table reading.</p> <p>Students will complete and discuss an evaluation worksheet based upon the table reading.</p>	<p>1.4.8.Pr5a 1.4.8.Pr5b 1.4.8.Re7a 1.4.8.Re7b 1.4.8.Re8c 1.4.8.Re9a 1.4.8.Re9b 1.4.8.Re9c 1.4.8.Cn11a</p>

## **Standards**

- 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
- 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
- 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
- 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
- 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
- 1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
- 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
- 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.
- 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.
- 1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.
- 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
- 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
- 1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Follow IEP/504 plans

Make accommodations for ELL students after collaborating with ELL instructors

Projected Slides for ELL students/Visual learners

Mindfulness of reading and speaking levels for ELL/IEP students

Multimedia (Video Projections)

Captions on video for ELL students

Give verbal praise

Preferential seating

## **Suggested Technological Innovations/Use**

Projector and projection screen to project media

Chrome Books for research

YouTube biographical videos on Greek Theater and William Shakespeare

## **Cross Curricular/21st Century Connections**

- SOC.6.2.8.HistoryCA.3.a Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- SOC.6.2.8.HistoryUP.3.b Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
- TECH.9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries.
- LA.RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- LA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- LA.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

# Unit 4: Play Production

Content Area: Visual and Performing Arts

Course(s): Theatrical Arts - 6<sup>th</sup> Grade

Time Period: 1 Marking Period

Length: 2-3 Weeks

Status:

## Summary of the Unit

Students will consider various facets of creating and staging an original play production.

## Enduring Understandings

Playwriting calls for creativity, thoughtfulness, perseverance, and diligence.

The marketing artist is intentional to design promotional material that captures the essence of the play.

Costume and set designers do research, use creativity, and consider the vision of the director in order to bring the work of the playwright to life.

## Essential Questions

What is required of a playwright in writing an original play?

What are the basic elements of a play?

What is the importance of character relationships and objectives in playwriting?

What is the relationship between the plot and the themes of a play?

What are the steps of the design process for an original play?

What is the goal of the marketing artist in designing the playbill cover?

What are the steps of costume creation for a play?

How does a character's age, gender, social status, and emotional state influence the clothing they wear?

What are the steps of set design for a play?

How does a character's social status influence the type of home they live in?

## Summative Assessment and/or Summative Criteria

Students will create a concept for an original play.

Students will create a playbill poster for their original play.

Students will create a costume design and a set design for their original play.

Students will present their original play ideas to the class.

Students will evaluate and discuss peer work.

## Resources

*Theater Throughout The Ages*. Michael Kramme, Ph. D., Mark Twain Media, Inc., Publisher, 1996.

Costume outline.

Set design template.

Concept for an Original Play template.

YouTube clips (Disney Cruise Line's *Frozen*, *Beauty and the Beast*, *Tangled*, etc.)

Topic/Selection Timeframe	GENERAL OBJECTIVES	INSTRUCTIONAL ACTIVITY	BENCHMARK/ ASSESSMENT	STANDARDS
<p>Play Production 1-2 weeks</p>	<p>SWBAT identify the key elements of a play that must be addressed in the art of playwrighting.</p> <p>SWBAT define characters and develop the plot, setting, themes, and character objectives.</p> <p>SWBAT develop the ability to think and act creatively, employing originality, flexibility, and imagination.</p> <p>SWBAT create descriptions, dialogue, and actions consistent with character motivation.</p> <p>SWBAT consider how visual art can be used to convey character,</p>	<ul style="list-style-type: none"> <li>• Brainstorm a concept for an original play</li> <li>• Determine a title, characters, plot, and theme(s) for an original play</li> <li>• Determine character relationships and objectives</li> <li>• Create a Playbill cover to depict their original play</li> <li>• Design a costume for a character in their play that fits the character's traits and the setting</li> <li>• Create a set design for one of the settings of the original play</li> <li>• Discuss their understanding of the overall plot and characters</li> <li>• Present their original play to the class</li> <li>• Critique the work of self and peers through observation of specific details</li> </ul>	<p>Concept for an Original Play worksheet</p> <p>Character descriptions and fully outlined plot with a beginning, middle, and logical conclusion</p> <p>Playbill cover design</p> <p>Costume design</p> <p>Set design</p> <p>Class presentation, utilizing projection, enunciation, and expression</p> <p>Teacher grade based upon a rubric</p>	<p>1.4.8.Cr1a 1.4.8.Cr1b 1.4.8.Cr1c 1.4.8.Cr2a 1.4.8.Cr2b 1.4.8.Pr4b 1.4.8.Pr5a 1.4.8.Pr5b 1.4.8.Re7a 1.4.8.Re7b 1.4.8.Re8b 1.4.8.Re9a</p>

Topic/Selection Timeframe	GENERAL OBJECTIVES	INSTRUCTIONAL ACTIVITY	BENCHMARK/ ASSESSMENT	STANDARDS
	<p>setting, and themes.</p> <p>SWBAT explore the development of theatrical stage design and costumes.</p> <p>SWBAT consider the practices and responsibilities of costume designers.</p> <p>SWBAT design a costume that accurately reflects a character and the setting of a play.</p> <p>SWBAT consider the practices and responsibilities of set designers.</p>	<ul style="list-style-type: none"> <li>View live professional theater YouTube clips (ie. Disney Cruise Line's <i>Frozen</i>, <i>Tangled</i>, <i>Beauty and the Beast</i>) to present examples of set design and stage costuming.</li> </ul>		

## **Standards**

- 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.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
- 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
- 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
- 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.
- 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
- 1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
- 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
- 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.
- 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
- 1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Follow IEP/504 plans

Make accommodations for ELL students after collaborating with ELL instructors

Projected Slides for ELL students/Visual learners

Mindfulness of reading and speaking levels for ELL/IEP students

Multimedia (Video Projections)

Captions on video for ELL students

Give verbal praise

Preferential seating

## **Suggested Technological Innovations/Use**

Projector and projection screen to project media

Chrome Books for research

YouTube clips from live professional shows (Disney Cruise Line's *Frozen*, *Tangled*, *Beauty and the Beast*, etc.)

## **Cross Curricular/21st Century Connections**

TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).



