

**2018-2019**  
**THEATRE CURRICULUM**  
**Grades 9-12**

*New Jersey Student Learning Standards*

## High School Theatre

### Unit 1: History of the Arts and Culture

**Time Allotted: Approximately 12 Weeks**

**New Jersey Student Learning Standards (NJSLS)**

1.1.12.C.1 Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- How have innovations in theatre impacted societal norms?</li> <li>- How does theatre influence society?</li> <li>- How does society influence theatre?</li> <li>- How does exposure to various cultures influence our response to theatre?</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize the distinguishing characteristics of theatre from diverse cultures.</li> <li>- Trace the development of technical aspects of theatre throughout major points of history.</li> <li>- Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was it created.</li> <li>- Characterize how multicultural perspectives generate multiple responses and/or meanings to</li> </ul>	<ul style="list-style-type: none"> <li>- Read at least one play from the following eras:                             <ul style="list-style-type: none"> <li>- Ancient Greece</li> <li>- Medieval Europe</li> <li>- 17th Century France</li> <li>- 18th Century Germany</li> </ul> </li> <li>- Create a chronological chart that displays the seven eras of Western theatre.</li> <li>- Experience at least three of the cultural forms through videos:                             <ul style="list-style-type: none"> <li>- Japanese Theatre</li> <li>- Latino Theatre</li> <li>- Opera</li> <li>- American Musical Theatre</li> </ul> </li> <li>- Using online and video resources research one of the selected eras of theatrical</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance “notes.”</li> <li>- Create PowerPoint presentations on actors who greatly impacted theatre.</li> <li>- Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric.</li> <li>- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.</li> <li>- Additional Assessments may include:                             <ul style="list-style-type: none"> <li>- Analyzing primary source documents on the history of</li> </ul> </li> </ul>

	<p>art individually, emotionally, intellectually, and kinesthetically.</p> <ul style="list-style-type: none"> <li>- Compare and contrast conventions of ancient and contemporary world theatrical forms.</li> <li>- Analyze theatrical styles that challenge the social mores/zeitgeist of various historical periods.</li> <li>- Analyze how dramatic literature and theatre is used to sway public opinion and question social norms.</li> <li>- Analyze how the theatre experience has or has not changed across a spectrum of historical period.</li> </ul>	<p>innovations or cultural forms to complete a project:</p> <ul style="list-style-type: none"> <li>- Designing a set model</li> <li>- Performing scenes</li> <li>- Write a historical overview essay of a time period</li> </ul> <ul style="list-style-type: none"> <li>- Identify the distinguishing characteristics of a major period in Western theatrical innovation.</li> <li>- Examine applications and influences of technology in theatrical works and their impact on the performance and audience's' perception and experiences around the world.</li> </ul>	<p>theatre and the cultures of origin.</p> <ul style="list-style-type: none"> <li>- Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research</li> <li>- Use technology to create a presentation on the impact of theatre on specific groups of people and historical events.</li> </ul> <p><a href="#">Sample Assessment 1</a> <a href="#">Sample Scoring Guide 1</a></p> <p><a href="#">Sample Assessment 2</a> <a href="#">Sample Scoring Guide 2</a></p> <p><a href="#">Sample Assessment 3</a> <a href="#">Sample Scoring Guide 3</a></p>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>- <i>American Theatre Magazine</i></li> <li>- <i>Playing Period Plays</i> by Lyn Oxenford</li> <li>- <i>Drama of Color: Improvisation with Multi Ethnic Folklore</i> by Johnny Saldana</li> <li>- Digital Shakespeare Texts: <a href="http://www.folgerdigitaltexts.org/?chapter=4">http://www.folgerdigitaltexts.org/?chapter=4</a></li> <li>- <a href="http://globalshakespeares.mit.edu/#">http://globalshakespeares.mit.edu/#</a></li> <li>- <a href="#">Glossary of Terms</a></li> </ul>		
<b>Interdisciplinary Connections</b>	<p>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.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
<b>21st Century Life and Careers</b>	<p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p>		

	<p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b>Technology Standards</b>	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>		
<b>Modifications</b>			
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Use sentence/paragraph frames to assist with writing reports.</li> <li>● Create a world wall with cultural theatre names/vocabulary.</li> <li>● Work with a partner to develop written reports and journal entries.</li> <li>● Provide extended time for written responses and reports.</li> </ul>	<ul style="list-style-type: none"> <li>● Use sentence/paragraph frames to assist with writing reports.</li> <li>● Create a world wall with cultural theatre names/vocabulary.</li> <li>● Utilize graphic responses in journals.</li> <li>● Provide extended time for written responses and reports.</li> </ul>	<ul style="list-style-type: none"> <li>● Invite parents/guardians to participate in sharing cultural plays.</li> <li>● Provide an outline for journal entries and study guides.</li> <li>● Provide extended time for written responses and reports.</li> </ul>	<ul style="list-style-type: none"> <li>● Create an original play based on the cultural themes and theatre elements of a particular style.</li> <li>● Incorporate multiple types of resources, including text, video, interviews, etc., into a report on an actor or playwright from specific time period or culture.</li> </ul>

## High School Theatre

### Unit 2: Aesthetic Response

**Time Allotted: Approximately 12 Weeks**

#### **New Jersey Student Learning Standards (NJSLS)**

1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- How do your personal experiences affect your script writing?</li> <li>- How can writing a script help an actor understand himself/herself and others or the world around them?</li> <li>- How do actors utilize a script to initiate character development?</li> <li>- What is the artist's intent?</li> <li>- What make a theatre work unique?</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the physical, emotional and social attributes of characters to make informed choices about character development derived from information in the script and the social, political, historical circumstances of the play.</li> <li>- Evaluate the technical and artistic merits of a theatrical production within the context of its social, historical and/or political significance, craftsmanship, and originality as criteria for an informed response regarding the successful communication of the</li> </ul>	<ul style="list-style-type: none"> <li>- View and respond to a variety of live/video performances representing a range of styles (classical, Western, contemporary) and venues (Broadway, off-Broadway, college, high school)</li> <li>- Write reviews or comparative essay of two viewed performances contrasting performance elements, including                             <ul style="list-style-type: none"> <li>- Theatre performance space</li> <li>- Scenery, costumes,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Write a detailed assessment of the process and outcomes in both of the commencement projects, and participate in an extended oral critique of both projects with classmates and Instructors.</li> <li>- Analyze, critique and review performance from a range of styles and genres in live venues, film and video by identifying production and dramatic elements.</li> <li>- Demonstrate the ability to analyze the critiques and reviews of others.</li> </ul> <p style="text-align: right;"> <a href="#">Sample Assessment 1</a>  <a href="#">Sample Scoring Guide 1</a> </p>

	<p>director's vision.</p> <ul style="list-style-type: none"> <li>- Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context.</li> <li>- Ascertain the aesthetic of a theatrical production based on the technical production and performance values.</li> </ul>	<p>lighting</p> <ul style="list-style-type: none"> <li>- Timing and pacing</li> <li>- Research professional reviews of theatrical productions using computer resources</li> <li>-</li> </ul>	<p><a href="#">Sample Assessment 2</a> <a href="#">Sample Scoring Guide 2</a></p> <p><a href="#">Sample Assessment 3</a> <a href="#">Sample Scoring Guide 3</a></p>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>- <a href="#">High School Theater Critique Lesson Plan</a></li> <li>- American Theatre Magazine</li> <li>- <a href="http://www.theatremania.com">www.theatremania.com</a></li> <li>- Hot Seat: Theatre Criticism for the New York Times, 1980 to 1993</li> <li>- <a href="#">Glossary of Terms</a></li> </ul>		
<b>Interdisciplinary Connections</b>	<p>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.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
<b>21st Century Life and Careers</b>	<p>9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b>Technology Standards</b>	<p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>		
<b>Modifications</b>			
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Provide list of vocabulary words commonly used with responding to/critiquing works of art (theater).</li> </ul>	<ul style="list-style-type: none"> <li>● Students are given scripta of appropriate difficulty.</li> <li>● Scripts may vary in length, complexity of language, and dialect.</li> </ul>	<ul style="list-style-type: none"> <li>● Conference with teacher during the critique/review process.</li> </ul>	<ul style="list-style-type: none"> <li>● Write detailed reflections to live and/or video performances.</li> </ul>

## High School Theatre

### Unit 3: Performance

**Time Allotted: Approximately 12 Weeks**

#### **New Jersey Student Learning Standards (NJSLS)**

1.1.12.C.3 Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- How do performers choose the method of acting for a particular performance?</li> <li>- What are the different methods of training in drama?</li> <li>- What background work does a performer in preparation for a role do?</li> <li>- How does a performer prepare for stepping onto the stage?</li> <li>- How do you control stage fright through relaxation techniques?</li> </ul>	<ul style="list-style-type: none"> <li>- Portray distinct characters that reflect physical, vocal and emotional choices in short and long form improvisation scenarios.</li> <li>- Develop the voice and body instruments by utilizing established physical and vocal techniques such as: Linklater, Rodenburg, Alexander, and Laban.</li> <li>- Demonstrate intentionality of the actor's choices by creating and performing physically, vocally and emotionally invested characters whose actions are justified by the script and/or</li> </ul>	<ul style="list-style-type: none"> <li>- Design a character's makeup and costume using information from the script, historical contexts and other appropriate sources to inform the design.</li> <li>- Create a set design (ground plan) for a scene based on a script analysis, dramaturgical study, and director's vision that includes a justified use of three-dimensional space.</li> <li>- Create and develop justified textual and non-textual moments in a scene using sound and light, based on script analysis, dramaturgical study and director's vision</li> <li>- Write or devise a short original play that conforms to the dramatic</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance "notes."</li> <li>- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.</li> </ul> <p style="text-align: right;"> <a href="#">Theatre Performance Rubric</a>  <a href="#">Sample Assessment 1</a>  <a href="#">Sample Scoring Guide 1</a>  <a href="#">Sample Assessment 2</a> </p>

	<p>situation.</p> <ul style="list-style-type: none"> <li>- Illustrate the attributes of safety, construction, and production of technical theatre elements.</li> </ul>	<p>structure of one theatrical genre with a clear beginning, middle, and end.</p> <ul style="list-style-type: none"> <li>- Direct a scene from a published or original work demonstrating suitable script analysis and clear visual aesthetics.</li> </ul>	<p><a href="#">Sample Scoring Guide 2</a></p> <p><a href="#">Sample Assessment 3</a></p> <p><a href="#">Sample Scoring Guide 3</a></p>
<b>Resources/Materials</b>	<p><u>Suggested Plays</u></p> <ul style="list-style-type: none"> <li>- Eugene O’Neill - Ah, Wilderness</li> <li>- Arthur Miller - The Crucible</li> <li>- Tennessee Williams - The Glass Menagerie</li> <li>- August Wilson - Fences</li> <li>- Anton Chekhov - The Cherry Orchard</li> <li>- Henrik Ibsen - A Doll’s House</li> </ul> <p><u>Suggested Contemporary Monologues</u></p> <ul style="list-style-type: none"> <li>- Moving Parts by Nina by Shengold and Eric Lane</li> <li>- The Actor’s Book of Contemporary Stage Monologues by Nina Shengold</li> <li>- Duo!: The Best Scenes for Two for the 21st Century by Rebecca Dunn Jaroff , Bob Shuman, Joyce E. Henry</li> <li>- Play the Scene: The Ultimate Collection of Contemporary and Classic Scenes and Monologues by Michael Schulman, Eva Mekler</li> </ul> <p><a href="#">The Most Popular High School Plays And Musicals</a></p> <p><a href="#">Glossary of Terms</a></p>		
<b>Interdisciplinary Connections</b>	<p>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.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
<b>21st Century Life and Careers</b>	<p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b>Technology Standards</b>	<p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career</p>		



aspirations by using a variety of digital tools and resources.

**Modifications**

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"><li>● Create visual of common character emotions.</li><li>● Display labeled image of stage components.</li><li>● Highlight individual speaking parts to provide visual assistance during performance.</li></ul>	<ul style="list-style-type: none"><li>● Choose time, place, mood or theme to focus on when performing a particular theatrical piece.</li><li>● Work with a peer to develop a short theatre performance.</li><li>● Highlight individual speaking parts to provide visual assistance during performance.</li></ul>	<ul style="list-style-type: none"><li>● Invite parents/guardians to view and/or participate in a theatre performance.</li><li>● Break dialogue into smaller pieces.</li><li>● Conference with teacher during the acting planning process.</li></ul>	<ul style="list-style-type: none"><li>● Compare and contrast performance techniques from two or more theatrical styles and present findings to peers.</li><li>● Write and perform longer theatrical works, individually and in collaboration with peers.</li><li>● Create an acting resume.</li></ul>