

**Course:** Creative Drama  
**Unit #/ Unit Name:** Unit 3/It's Showtime

**Year of Implementation:** 2019-2020

**Curriculum Team Members:**

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**Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

21st Century Themes

( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

Global Awareness

Financial, Economic, Business and  
Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills:

Information Literacy

Media Literacy

ICT (Information, Communications and  
Technology) Literacy

Life and Career Skills:

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

**Unit Standards:**

**2014 National Coalition for Core Arts Standard(s), Strand(s)/CPI #**

**(<http://www.nationalartsstandards.org/>)**

- TH: Cr1-1-II: Use personal experiences and knowledge to develop a character that is believable and authentic in a drama / theater work.
- TH: Pr4.1.II: Discover how unique choices shape believable and sustainable drama / theatre work.

- TH: Re7.1.II: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
- TH: Pr4.1.I: Shape character choices using given circumstances in a drama/theatre work.
- TH: Pr5.1.I.: Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- TH: Pr5.1.II: Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
- TH: Pr5.1.III: Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- TH: Pr6.1.II: Present a drama/theatre work using creative processes that shape the production for a specific audience.

**2017 New Jersey Student Learning Standards (NJSLS)**

[\(http://www.nj.gov/education/cccs/2016/ela/\)](http://www.nj.gov/education/cccs/2016/ela/)

- 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

**Transfer Goal(s): Students will be able to independently use their learning to...**  
independently use their learning to apply elements of the course in order to exude confidence in a performance piece.

*Enduring Understandings*

Students will understand that. . .

*EU 1:* the journey to a final performance is a creative and fluid process.

*EU 2:* confidence in performance can be built and sustained through memorization, repetition, and practice and/or rehearsal.

*Essential Questions*

*EU 1*

- What creative aspects lead to a fluid and successful final performance?
- How and why do creative aspects lead to a fluid and successful final performance?

*EU 2*

- How can one build and sustain confidence in performance?
- How do different styles of performance (i.e.: improvisation,

<p><i>EU 3:</i> a finalized performance is a combination of the elements of Performance Art and verbal and non-verbal expressions.</p> <p><i>EU 4:</i> awareness of audience is an important component of a successful finalized performance.</p> <p><i>EU 5:</i> cooperation and collaboration is essential to a successful performance.</p>	<p>method acting, stage acting, etc.) affect the rehearsal process?</p> <ul style="list-style-type: none"> <li>• How can practicing a particular performance skill build and sustain confidence in performance?</li> <li>• How does repetition of scenes, dialogue, and movement help to build and sustain confidence in performance?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How can one combine the elements of Performance Art and verbal and non-verbal expressions to create a noteworthy performance?</li> <li>• How do artists decide which components and/or combination of components are most effective for a desired performance?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• Why is awareness of audience important to the success of a finalized performance?</li> <li>• How do artists consider their audiences prior to their performances?</li> <li>• How do artists adapt to various audiences?</li> <li>• How do theater artists and audiences share a creative experience?</li> <li>• How can the same work of art communicate different messages to different people?</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• How do actors work together to create a cohesive performance?</li> </ul>
<p><i>Knowledge</i></p>	<p><i>Skills</i></p>

Students will know. .

*EU 1*

- Improvisation techniques.
- Method acting techniques.
- Stage acting techniques.

*EU 2*

- Memorization techniques.
- Effective means of practicing, including, but not limited to: keeping time, self-evaluation, and peer feedback.
- The importance of confidence in all aspects of presentation, performance, and reflection of self.

*EU 3*

- Effective combinations of elements of Performance Art and verbal and non-verbal communication techniques.

*EU 4*

- The role an audience plays in the success of a presentation or performance.
- The importance of adapting to a specified audience.

*Students will be able to . . .*

*EU 1*

- Identify, evaluate, and apply improvisation techniques in various forums.
- Identify, evaluate, and apply method acting techniques in various forums.
- Identify, evaluate, and apply stage acting techniques in various forums.

*EU 2*

- Implement effective memorization techniques to remember lines, blocking, body movements, facial expressions, and other nuances of performance.
- View and critique a personal or peer performance.
- Manage the timing of a performance based on a given criteria.
- Identify, evaluate, and demonstrate confidence in various forums.

*EU 3.*

- Apply the elements of Performance Art and verbal and non-verbal communication techniques effectively to convey a message.

*EU 4*

- Reflect on different expectations, perceptions, and roles of audiences in various forums.
- Identify and make adjustments for audience reactions to a presentation or performance.

<p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• The importance of cooperation and collaboration among performers in a given presentation or production.</li> </ul>	<p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• Cooperate and collaborate with classmates or fellow presenters or performers in various forums.</li> </ul>
<p><b>Stage Two - Assessment</b></p>	
<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Memorize and perform a monologue scene.</li> <li>• Quiz on terms / techniques of the unit.</li> </ul>	
<p><b>Stage Three - Instruction</b></p>	
<p><b><u>Learning Plan:</u> Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.</b></p> <ul style="list-style-type: none"> <li>• Watch clips from <i>Whose Line is it Anyway?</i> to identify improvisation techniques (A; EU 1).</li> <li>• View and discuss video clips of actor's explaining their preparation for particular roles in TV, film, and live performances (A; EU 1-2).</li> <li>• Attend a live performance and evaluate for stage acting techniques (A and M; EU 1).</li> <li>• Explore the psychology behind memorization (A; EU 2).</li> <li>• View and analyze film/TV show/cartoon clips for effective combination of Performance Art and verbal and non-verbal communication (A and M; EU 3).</li> <li>• Implement and practice memorization techniques for use in and out of the classroom (M and T; EU 2)</li> <li>• Discuss and analyze a variety of real-world situations where improvisation skills are assets (M and T; EU 1).</li> <li>• Dramatize scenes with similar themes and identify those themes (M; EU 1-3, 5).</li> </ul>	

- Engage in a variety of theatre games to help develop the elements of performance (M; EU 1-5).
- Compare/contrast different versions of the same scene based on effective combination of Performance Art and verbal and non-verbal communication (M; EU 3).
- Write a reflection piece analyzing the usefulness and effectiveness of the elements of Performance Art in and outside of the course (M and T; EU 1-5).
- Complete a summarizer/reflection/assessment/discussion to analyze and explain specific instances of transferring skills and knowledge of the Creative Drama course regarding personal experiences (M and T; EU 1-5).
- Perform various scenes implementing all aspects of this Unit for various audiences (T; EU 1-5).