

CURRICULUM

FOR

THEATRE II

GRADE(S) 9 - 12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Theatre II
Grade(s) **9 - 12**

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RAHWAY PUBLIC SCHOOLS CURRICULUM

Theatre II: Grade(s) 9 - 12

PACING GUIDE

Unit	Title	Pacing
1	Theatre vs. Theater: Team Bonding & Improvisation	4 weeks
2	Acting in a “Well Made Play”	8 weeks
3	Special Topics: Playwriting	4 weeks
4	History of Theatre	4 weeks
5	Special Topics: Technical Theatre and the “Business”	3 weeks
6	Special Topics: Stage Makeup	3 weeks
7	Special Topics: Theatre for Social Change	4 weeks
7	Directing & Play Production	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc. . .). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book.

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Theatre vs. Theater: Team Bonding & Improvisation

Target Course/Grade Level: Theatre II, 9-12

Unit Summary: In order for students to feel comfortable performing in front of the class; develop access to their emotions; free their body and their voice for a variety of character interpretations; and feel confident taking risks during the creative process, they must develop a bond and trust with their classmates and feel confident in their abilities. The students will develop communication skills through personal exploration and social interaction. The student will develop an awareness of and better understanding of his/her own impulses and instinctual behavior through improvisational games and mini devised theatrical moments. Students will be able to independently articulate and demonstrate the many facets of the theatre and theater including the following: aesthetics, elements of, terminology, safety procedures, parts of a theater, theatrical jobs/roles, and actor-audience relationships.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

New Jersey Student Learning 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.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.Re8a.** Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
- 1.4.12acc.Cr1c.** Use personal experiences and knowledge to develop a character that is believable and authentic.
- 1.4.12acc.Cr2b.** Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- 1.4.12prof.Cr2b.** Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
- 1.4.12prof.Cr3b.** Practice devised or scripted theatre work using theatrical staging conventions.

1.4.12prof.Pr5b. Explore and discover character choices using given circumstances in devised or scripted theatre work.

1.4.12prof.Re7b. Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.

Career Readiness, Life Literacies, and Key Skills:

9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.12.C.3. Identify transferable career skills and design alternate career plans.

9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition

Interdisciplinary Connections and Standards: Comprehensive Health and Physical Education

2.1.12 E.1 Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries.

2.2.12 A.4 Employ strategies to improve communication and listening skills and assess their effectiveness.

2.2.12 B.4 Analyze the use of ethics and personal values when making decisions.

2.2.12 E.1 Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.

2.2.12 E.2 Evaluate personal participation as both a leader and follower.

2.2.12 E.4 Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.

2.2.12 E.5 Develop and articulate the group's goals, shared values, vision, and work plan.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Understandings:

Students will understand that...

- They have something important to offer the world, class or production.
- They do not have to be afraid to fail.
- Concentrating on a task on stage will help them forget about any insecurities they may have.
- There is comfort and support among the group that will inspire creativity and risk taking.
- They need to trust and depend on each other in order to create a work of theatre.
- The key to a successful improvisation performance is to say “yes, and...”
- Scenes must have a beginning, middle, and end.
- Scenes must develop complications, or conflict that builds toward a climax and then closure.
- Spontaneity is a necessary element in the performance experience.
- The group dynamic is built off of mutual trust and respect.
- The actor-audience relationship is vital in creating theatre.
- A theater is full of equipment that must be respected at all times and used properly to ensure safety.
- Theatre artists use precise vocabulary when working in their craft.

Unit Essential Questions:

- How can I overcome stage fright?
- How do I develop confidence to perform in front of people I do not know?
- How can I connect to an audience?
- How can I develop my imagination so that I can create different characters?
- How can I develop the ability to take risks when I perform?
- How can I learn to work with my cast and scene partner?
- How can I create a scene with little to no preparation or with any materials?
- How can I stay safe while working in a theater?
- How can I communicate effectively with other theatre artists?
- How is theatre an art form?

Knowledge and Skills:

Students will know...

- How to use various breathing, vocal, physical, and mindfulness techniques to combat stage fright and improve focus.
- How to actively listen, support, and respect their peers in a safe and collaborative environment.
- The various actor-audience relationships and how they affect the art of communication in theatre.

- How to think spontaneously in order to create vivid and specific characters in well-crafted scenes.
- The different parts of a stage and theater and the many rules and superstitions of the theatre.
- The specific vocabulary used by theatre artists.
- That theatre is the art of shaped relationships that require a fictional world, full of given circumstances and an audience.

Students will be able to...

- Create a supportive, safe environment in which to grow and perform as artists.
- Develop trust among the group members.
- Develop confidence and self-esteem.
- Stimulate imagination through theatre games and exercises.
- Develop focus, concentration, and risk-taking through daily warm-ups, theatre games and exercises.
- Develop class camaraderie and support.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment

Students will demonstrate proficiency in:

- a. Rules of improvisation.
- b. Improvising a scene based on different given circumstances and various actor audience configurations.
- c. Different theater types.
- d. Stage areas and their meaning/significance as a narrative device.
- e. Theater vocabulary on the stage and in the house.

Formative Assessment

- **Participation:** In this highly participatory style course, it is expected that students are engaged in each lesson by fully participating in all games as the main lesson is often embedded within either the warmup, improv game or main game/activity.
- **Discussion:** Discussions will be used to assess students’ understanding of major concepts, especially post activity. This is a helpful way to quickly check-in with students’ prior knowledge on any given topic. Acceptable evidence of learning will occur when students begin to make connections, support their ideas with evidence and vocabulary from the unit, and continue to ask questions that incite more inquiry.
- **Observation/Check-In:** Teacher observation is used as a way for the teacher to communicate observed behavior back to the student in a one-on-one “check-in” where a conversation can then be had about the progress that particular student is making towards the personal goals they set for

themselves at the beginning of the course. Students may also check for their own level of understanding at this time.

- **Quiz:** Quizzes are used as a way to assess students for knowledge retention and learned concepts. Multiple formats of quizzes will be used; however, some quiz examples are: Multiple-Choice, True/False, Short Answer, Paper and Pencil, Matching, Extended Response, & Google Forms.
- **Self/Peer Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Performance:** Students will be asked to regularly prepare for in-class performances that are based on unit specific tasks and goals as per the content in each unit. Due to the highly performative nature of the course, performances are an essential part of the experience and will be an essential component for the peer and self-critique assessment portion of the class as well. Students are asked to perform on the day that they are assigned unless prior arrangements are made, the student is absent due to illness, or some other unforeseeable event keeps the student from performing.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warm Up Activities/Games:** Name Game, Chair Game, Yes, Lets!, Human Knot, Three Ball Toss, Crazy Eights, Whose Leading?, Lumberjack, Gibberish Story, Penguins, Boom Chicka Boom, Emotion Explosion, Concentration, Tableau, Airplane, Motor/Rudder, Stop/Clap/Go, Moose, Zip/Zap/Zop, Circle Jump, Whoosh, & Pass the Sound/Movt.
- **Short Form Improv Activities/Games:** Freeze/Justify, What are you doing, This is a tree, Sound/Movement Machine, Opera, Song styles, Scripts, Happy family, Buzz Words, Emotion story, 30/15/5, Taxi, Helping Hands, Props, Agreement only, Questions only, 3-line scene, & You are/You are/We are/Because.
- **Take a tour:** As a class, take a tour of our Performing Arts Center and experience the front and back of house firsthand.
- **Create-a-stage:** As a class, create the following theater configurations with chairs or our bodies in space and discuss the pros and cons of each: Thrust, Proscenium, Arena/In-the-Round/Traverse/Flexible.
- **Short Form Improvisation Scenes:** As students become more familiar with the rules of improvisation and with each other, work towards building towards short scenes with strong characters, that begin in the middle and encourage students to be “gift givers” in the form of making bold statements that advance the scenes forwards towards a strong conclusion.

RESOURCES

Teacher Resources:

- *Theatre Games for the Classroom* by Viola Spolin
- *Games for Actors and Non-Actors* by Augusto Boal
- *Improvisation for the Theater* by Viola Spolin

- Rahway Theatre Improv Game Inventory
- Lesson Plans
- <http://www.youtube.com>
- <https://www.stageagent.com>

Equipment Needed:

- Empty, clear playing space
- Class set of Wenger performance chairs
- White board
- LCD Projector
- Desktop/Laptop
- Sound System
- Google Education Suite
- Chromebooks

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Acting in a “Well Made Play”

Target Course/Grade Level: Theatre II, 9-12

Unit Summary: Analyzing, writing, and devising plays will help to develop an emotional connection to character that will foster a positive connection between critical thinking skills, lifelong learning, and personal expression and will support the intellectual, social, and personal development of each learner. Furthermore, working on and in plays will serve as a mirror and reflect each students’ personal experiences and values as well as enhance each students’ citizenship and contribution at the local, state, national, and global level in our rapidly changing, twenty-first century world.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.4.12prof.Cr1c.** Use script analysis to generate ideas about a character that is believable and authentic.
- 1.4.12prof2.Cr2a.** Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.Cr2b.** Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
- 1.4.12prof.Cr3a.** Use script analysis to inform choices impacting the believability and authenticity of a character.
- 1.4.12prof.Cr3b.** Practice devised or scripted theatre work using theatrical staging conventions.
- 1.4.12prof.Cr3c.** Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
- 1.4.12prof.Pr4a.** Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- 1.4.12prof.Pr4b.** Use technical elements to increase the impact of design for a theatre production.
- 1.4.12prof.Pr5a.** Identify and explore different pacing options per character to better communicate the story in a theatre work.
- 1.4.12prof.Pr5b.** Explore and discover character choices using given circumstances in devised or scripted theatre work.
- 1.4.12prof.Pr6a.** Perform devised or scripted theatre work for a specific audience.
- 1.4.12prof.Re7a.** Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b.** Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.

- 1.4.12prof.Re8a.** Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play’s history, culture, and political context.
- 1.4.12prof.Re8b.** Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c.** Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.
- 1.4.12prof.Re9a.** Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
- 1.4.12prof.Re9b.** Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
- 1.4.12prof.Re9c.** Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
- 1.4.12prof.Cn10a.** Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
- 1.4.12prof.Cn11a.** Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

Career Readiness, Life Literacies, and Key Skills: 21st Century Life And Careers

- 9.2.8.B.3.** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3.** Identify transferable career skills and design alternate career plans.
- 9.3.12.AR.1.** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.3.** Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.5.** Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR.6.** Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR-AV.2.** Demonstrate the use of basic tools and equipment used in audio, video and film productions.
- 9.3.12.AR-AV.3.** Demonstrate technical support skills for audio, video and/or film productions.
- 9.3.12.AR-PRF.5.** Explain key issues affecting the creation of characters, acting skills and roles.

Interdisciplinary Connections and Standards: English Language Arts

- RL.11-12.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- RL.11-12.5.** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- LA.SL.9-10.1.C** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- LA.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- LA.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Unit Understandings:

Students will understand that...

- Actors read and analyze scripts as part of the actor's process for developing a believable character.
- Acting exercises develop concentration, a connection to a partner, access to emotions and sensory recall.
- Actors use a specific set of acting terms in modern acting technique.
- Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
- Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.
- Evaluating a production requires the assessment of the acting, design, direction, technical proficiencies and overall impact.
- The audition process is specific for each production; however, there are some common procedures that all auditions do follow.
- A playwright can make a social statement with their play based upon their values and beliefs.
- The actions and behavior of people dictate character and strengthen relationships within a play.
- Formatting and correct technical writing is an important skill for a playwright.
- Any theatrical element can be given equal weight in the devising process of theatre, not just the text.
- Theatre can make social statements which can incite social commentary and/or change.

Unit Essential Questions:

- How can I learn to memorize lines?
- How can I connect to a character?
- How can I understand what the play is about?
- How can I relate to my scene partner(s)?
- How can I move an audience in a performance of a monologue or scene?
- How can I create a believable character?
- What are the essential elements of a good performance?
- What different acting techniques are available to me to create my own technique?
- What is the role of the playwright in theatre?
- What is my point of view as a playwright?
- What is play structure and is it important?
- What is a narrative device in theatre?
- What have been the dominant narratives of the theatre of the past and what narratives still need to be included?

Knowledge and Skills:

Students will know...

- That actions or tactics are the glue that connects the events of a scene/monologue together to help memorize lines.
- How to combine their physical and vocal training to make sustainable character choices.
- How to analyze a monologue/scene/play and infer meaning.
- The elements of “good” theatre derive from theories on dramatic structure and elements of drama from Aristotle’s *The Poetics*.
- Develop awareness of acting terms and the development of modern acting.
- That narrative potential in theatre can come from any theatrical convention like props, lighting, scenery, costumes, etc. and not just the text.
- That scripts need to be formatted correctly in order to be taken seriously in the industry.
- That theatre is a powerful tool for communication that can be used for social change.

Students will be able to...

- Perform and explore exercises and techniques to develop concentration, connection to a partner, access emotions and explore sensory recall.
- Identify, rehearse, memorize, and play/perform the actions of a monologue and/or scene through the active pursuit of an objective from a scene partner.
- Rehearse and perform a monologue and/or scene with a fully developed character for the class.
- Attend productions and evaluate all artistic and technical elements.
- Understand the elements of a “good show” by writing a theatrical critique alluding to different theatrical theories.
- Understand the development of modern acting through different acting exercises.
- Perform characters they observed in real life in acting exercises.
- Block their monologues, scenes, or plays using their prior knowledge of staging and movement.
- Identify different dramatic structures of well-known plays.
- Use Freytag’s Dramatic Structure as a basis for plot in their narratives.
- Create an original script with clear given circumstances and multi-dimensional characters.
- Create and format script for the theatre using Google Docs.
- Infer meaning from different plays and make connections about the playwrights’ social commentary.
- Create original theatrical works from a devised rehearsal process.
- Make edits through a staged reading performance of their original play.
- Identify the trends of the dominant theatrical narratives of the past and create new and original narratives for the future that are inclusive of all people regardless of race, gender, sexuality, religion, socioeconomic status, etc. religion, socioeconomic status, etc.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

End of Unit Assessment:

Students will demonstrate proficiency in:

- a. Acting a monologue or scene.
- b. Writing a scene or play.
- c. Writing a theatrical critique.

Formative Assessment:

- **Participation:** In this highly participatory style course, it is expected that students are engaged in each lesson by fully participating in all games as the main lesson is often embedded within either the warmup, improv game or main game/activity.
- **Discussion:** Discussions will be used to assess students' understanding of major concepts, especially post activity. This is a helpful way to quickly check-in with a student's prior knowledge on any given topic. Acceptable evidence of learning will occur when students begin to make connections, support their ideas with evidence and vocabulary from the unit and continue to ask questions that incite more inquiry.
- **Observation/Check-In:** Teacher observation is used as a way for the teacher to communicate observed behavior back to the student in a one-on-one “check-in” where a conversation can then be had about the progress that particular student is making towards the personal goals they set for themselves at the beginning of the course. Students may also check for their own level of understanding at this time.
- **Quiz:** Quizzes are used as a way to assess students for knowledge retention and learned concepts. Multiple formats of quizzes will be used; however, some quiz examples are: Multiple-Choice, True/False, Short Answer, Paper and Pencil, Matching, Extended Response, & Google Forms.
- **Self/Peer Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Performance:** Students will be asked to regularly prepare for in-class performances that are based on unit specific tasks and goals as per the content in each unit. Due to the highly performative nature of the course, performances are an essential part of the experience and will be an essential component for the peer and self-critique assessment portion of the class as well. Students are asked to perform on the day that they are assigned unless prior arrangements are made, the student is absent due to illness, or some other unforeseeable event keeps the student from performing.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Monologue/Scene Preparation & Performance:** Students will be guided in their first monologue or scene preparation and rehearsal process, followed by a performance and critique process. Students will have a chance to log their rehearsal progress and complete a self-assessment at the end of the process.
- **Theatre Critique:** Students will use their knowledge of dramatic structure and theatre to critique a production of choice. A checklist will be provided with specific detail with what to include for each paragraph for grading will be included.
- **Page to Stage:** Students will participate in a playwriting activity as a group where they will work collaboratively to bring a 5-10 minute play from the idea phase to reality in a staged reading of their very own work.
- **Devised Theatre Workshop:** After being given a group and a prompt on a social issue of today, students will be given different tools to begin devising a 5-10 minute original work for performance. Specific attention on the editing process will be a central focus for this project.

RESOURCES

Teacher Resources:

- *Theatre Games for the Classroom* by Viola Spolin
- *A Challenge for the Actor* by Uta Hagen
- *An Actor Prepares* by Constantin Stanislavsky
- *Building a Character* by Constantin Stanislavsky
- *Sanford Meisner on Acting* by Sanford Meisner
- *Actions: The Actor's Thesaurus* by Marina Caldarone and Maggie Lloyd-Williams
- *Respect for Acting* by Robert Cohen
- *Backwards & Forward*, by David Ball
- *The Empty Space*, by Peter Brook
- *The Open Door*, by Peter Brook
- *Moment Work: Tectonic Theater Project's Process of Devising Theater* by Moises Kaufman
- *Theatre for Community Conflict and Dialogue: The Hope Is Vital Training Manual* by Michael Rohd
- *The Poetics* by Aristotle
- ASC
- Rahway Theatre Monologue, Scene, & Play Database
- Technology Lab
- Lesson Plans
- <https://www.youtube.com>
- <https://www.stageagent.com>

Equipment Needed:

- Empty, clear playing space
- Class set of Wenger performance chairs
- White board
- LCD Projector
- Desktop/Laptop
- Sound System
- Clip boards
- Pencils
- Google Education Suite
- Chromebooks

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Special Topics: Playwriting

Target Course/Grade Level: Theatre II, 9-12

Unit Summary: Playwriting is an essential component to theatre as the playwright creates and shapes the fictional world in which rich characters strive for their objectives, often conflicting with one another. Even though there are other ways to create theatre, including devised and applied theatre techniques, playwriting is the most traditional way of creating new works. The students will be empowered to create their own narratives with rich subplots and complex characters. The goal of the unit is to present their edited works in a night of staged readings with live actors.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- TH.9-12.1.4.12adv.Pr6a** Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
- TH.9-12.1.4.12adv.Re8a** Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
- TH.9-12.1.4.12adv.Re8c** Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
- TH.9-12.1.4.12adv.Re9a** Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
- TH.9-12.1.4.12adv.Re9b** Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
- TH.9-12.1.4.12adv.Re9c** Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.
- TH.9-12.1.4.12adv.Cn10a** Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.
- TH.9-12.1.4.12adv.Cn11a** Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.
- TH.9-12.1.4.12adv.Cn11c** Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3.** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3.** Identify transferable career skills and design alternate career plans.
- 9.3.12.AR.1.** Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.3.** Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.5.** Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR.6.** Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR-AV.2.** Demonstrate the use of basic tools and equipment used in audio, video and film productions.
- 9.3.12.AR-AV.3.** Demonstrate technical support skills for audio, video and/or film productions.
- 9.3.12.AR-PRF.5.** Explain key issues affecting the creation of characters, acting skills and roles.

Interdisciplinary Connections and Standards:

- LA.RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- LA.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- LA.RL.9-10.9** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
- LA.RL.9-10.10a** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- LA.RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- LA.RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- LA.RL.11-12.4** -Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
- LA.RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LA.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LA.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Unit Understandings:

Students will understand that...

- Good plays, scenes, monologues, and characters start with good writing.
- A playwright can make a social statement with their play based upon their values and beliefs.

- The actions of people dictate character and strengthen relationships within a play.
- Theatre is the relationship business.
- Formatting and correct technical writing is an important skill for a playwright.
- Proper representation requires a diverse group of writers with varying life experiences, including playwrights of varying gender identities, ethnic or racial backgrounds, sexual orientations and/or various disabilities.

Unit Essential Questions:

- What is the role of the playwright in theatre?
- What are the traditional and non-traditional structures of plays that are already written and deemed successful?
- What is my point of view as a playwright?
- Why are plays meant to be heard and seen and not read?
- How can I create three dimensional characters on a page?
- What is play structure and why is it important to my process?
- How do I format a script for the theatre?
- Whose stories get told in the theatre?

Knowledge and Skills:

Students will know...

- Distinguish between traditional and non-traditional structure of plays.
- Create multi-dimensional characters through relationships.
- Infuse their point of view on a topic within their plays.
- Edit their plays more effectively by working with actors.
- Use Freytag's Dramatic Structure as a narrative tool.
- Create and format a script for the theatre using Google Docs.

Students will be able to...

- Identify different structures of well-known plays.
- Use Freytag's Dramatic Structure as a basis for plot in their narratives.
- Create an original script with clear given circumstances and multi-dimensional characters.
- Infer meaning from different plays and make connections about the playwrights social commentary.
- Use Google Docs as a way to format their original play.
- Make edits and revise their work through a staged reading performance of their original play.
- Read plays of diverse playwrights.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Participation
- Observation
- Daily Warm Ups
- Actor’s Homework
- Preparedness
- Peer and self-assessment
- Performance/Project rubrics/checklists
- Quizzes/Tests
- Google Classroom Journal/Responses
- Discussion
- Good class attendance
- Original Play Rubric
- Deadline Checklist

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in daily physical and vocal warm-ups.
- Play reading quizzes.
- Discussion and edit session on each playwright’s play.
- Table read exercise.
- Round table writing exercise.
- Staged reading with actors.
- Workshops and residencies with artists in residence.

RESOURCES

Teacher Resources:

- *Backwards & Forward*, by David Ball
- *The Feminist Spectator as Critic*, by Jill Dolan
- *The Empty Space*, by Peter Brook
- *The Open Door*, by Peter Brook
- *Playwrights on Playwriting: From Ibsen to Ionesco* by Toby Cole

- *The Dramatic Writer's Companion: Tools to Develop Characters, Cause Scenes, and Build Stories*, by Will Dunne
- ASC
- Rahway Theatre Monologue, Scene, & Play Database
- Technology Lab
- Lesson Plans
- <http://www.youtube.com>
- <https://tdps.berkeley.edu/bipoc-playwrights>
- <https://www.wgfoundation.org/organizations-supporting-black-creatives>
- <https://www.playathome.org>

Equipment Needed:

- Computer
- Overhead projector
- Whiteboard
- Empty space
- Tables
- ChromeBooks

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: History of Theatre

Target Course/Grade Level: Theatre II, 9-12

Unit Summary: Analyzing plays from a variety of historical periods and countries and developing an emotional connection to a character will foster a positive connection between critical thinking skills, lifelong learning, personal expression and support the intellectual, social, and personal development of each learner. Furthermore, it will enhance contribution to community and global citizenship into the twenty-first century. The main goal of every actor is to create a truthful performance regardless of the period or style.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.4.12prof.Re7a.** Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b.** Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
- 1.4.12prof.Re8a.** Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- 1.4.12prof.Re8b.** Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c.** Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.
- 1.4.12prof.Re9a.** Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
- 1.4.12prof.Re9b.** Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
- 1.4.12prof.Re9c.** Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
- 1.4.12prof.Cn10a.** Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
- 1.4.12prof.Cn11a.** Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3. Identify transferable career skills and design alternate career plans.
- 9.3.12.AR.1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR.6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR-AV.2. Demonstrate the use of basic tools and equipment used in audio, video and film productions.
- 9.3.12.AR-AV.3. Demonstrate technical support skills for audio, video and/or film productions.
- 9.3.12.AR-PRF.5. Explain key issues affecting the creation of characters, acting skills and roles.

Interdisciplinary Connections and Standards:

- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.
- 6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- 6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
- 6.2.8.C.4.b Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted 39 scientific thought and the arts.
- 6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

- The arts are created out of a direct relationship to historical events.
- Different periods of theatre require different acting techniques.
- Research is a vital skill for theatre practitioners.
- Theatre traditions vary depending on cultural characteristics and geographical location.

Unit Essential Questions:

- What historical innovations and/or historical events changed the way theatre was presented throughout history?
- How did acting styles change throughout history?
- How do you know which style of acting works with different types of plays?
- How do I create characters from different periods?
- What is the role of the Dramaturg?

Knowledge and Skills:

Students will know...

- Identify the historical events and innovations that contributed to the ever-changing tradition that is theatre.
- Adapt their acting technique to suit the historical style that is demanded of the actor.
- Approach character development that derives from historical research from diverse cultures and their specific theatre traditions.
- Compare and contrast different historical periods of theatre and map the progression of American naturalistic acting.

Students will be able to...

- Work in pairs researching an assigned period and preparing a Google Slides presentation that includes the main plays, playwrights, performers, designers, style of acting, and a historical overview.
- Read a play and complete a written play analysis from their assigned period.
- Perform a scene from their assigned period using the appropriate style of acting.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Participation
- Observation
- Drafting technique checklist
- Preparedness
- Peer and self-assessment
- Play Analysis Checklist
- Acting Styles Small Scene Rubric
- Dramaturgy: Theatre Timeline Research Project
- Google Classroom Journal/Responses
- Discussion
- Good class attendance

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will work in pairs to research an assigned period and prepare a Google Slides presentation that includes the main plays, playwrights, performers, designers, style of acting, and a historical overview.
- Students will be asked to read a play and complete a written play analysis from their assigned period.
- Students will perform a scene from their assigned period using the appropriate style of acting.

<i>RESOURCES</i>

Teacher Resources:

- *The Stage and the School* by Glencoe McGraw-Hill
- ASC
- Rahway Theatre Monologue, Scene, & Play Database
- Technology Lab
- Lesson Plans
- <http://www.youtube.com>

Equipment Needed:

- Computer
- Google Suite
- Overhead projector
- Whiteboard
- Empty space
- ChromeBooks

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Special Topics: Technical Theatre and the “Business”

Target Course/Grade Level: Theatre II, 9-12

Unit Summary: In this unit students will be able to explore the various career options available in the technical theatre profession and understand the way in which the global arts job market functions. Students will gain hands-on experience in the realm of tech theatre and work as a stage manager, various roles within a theatre company, costume designer, and producer.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- TH.9-12.1.4.12acc.Cr1b** Understand and apply technology to design choices for devised or scripted theatre work.
- TH.9-12.1.4.12acc.Cr2b** Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- TH.9-12.1.4.12acc.Cr3c** Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
- TH.9-12.1.4.12acc.Pr5** Developing and refining techniques and models or steps needed to create products.
- TH.9-12.1.4.12acc.Pr5b** Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
- TH.9-12.1.4.12acc.Pr6a** Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
- TH.9-12.1.4.12acc.Re7b** Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
- TH.9-12.1.4.12acc.Re8c** Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
- TH.9-12.1.4.12acc.Re9c** Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
- TH.9-12.1.4.12acc.Cn11** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3. Identify transferable career skills and design alternate career plans.
- 9.3.12.AR.1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR.6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR-AV.2. Demonstrate the use of basic tools and equipment used in audio, video and film productions.
- 9.3.12.AR-AV.3. Demonstrate technical support skills for audio, video and/or film productions.
- 9.3.12.AR-PRF.5. Explain key issues affecting the creation of characters, acting skills and roles.

Interdisciplinary Connections and Standards: Technology

- TECH.8.1.12.A.CS1 Understand and use technology systems.
- TECH.8.1.12.A.CS2 Select and use applications effectively and productively.
- TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- LA.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- LA.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Unit Understandings:

Students will understand that...

- Different jobs within the theatre have specific responsibilities and skills.
- Stage managers are essential to the creative process of rehearsing for a production.

- The master prompt book is a live, organized, and continuously updated document that everyone working on a production must have access to.
- Technical theatre tools are dangerous if not set up, used, and stored properly.
- The arts comprise 20% of the global job arts market.
- Social media is a major component of the business side of theatre.

Unit Essential Questions:

- What are the different roles in the theatre?
- How does a stage manager create a rehearsal report?
- How can I take effective blocking notes for a master prompt book?
- What tools are available to me in the tech theatre world and how do I use them safely?
- How is theatre a business? How are theatre companies structured?
- How can social media be used to create a brand for my artist myself?

Knowledge and Skills:

Students will know...

- Differentiate between the different roles within the theatre world.
- Create a rehearsal report after serving as the class Stage Manager on a weekly rotation.
- Keep order in the classroom/rehearsal room and help the teacher/director with time management.
- Use tech theatre tools in a safe way.
- Gain employment and behave according to the roles within a theatre company.
- Use social media as a way to create a brand and/or business in the future.

Students will be able to...

- Write out blocking in the master prompt book and create rehearsal reports for a director.
- Stage manage a rehearsal and facilitate the needs of a cast and director.
- Use tech theatre tools to create small projects.
- Create a theatre company using their knowledge of current and/or past companies.
- Create a social media presence for themselves or their theatre company to help build their brand.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Participation
- Observation
- Drafting technique checklist
- Preparedness
- Peer and self-assessment
- Stage Manager Report

- Out of class Tech Assignment
- Theatre Company Presentation Checklist
- Found Object Sculpture Rubric
- Trash Bag Costume Rubric
- Tech Theatre Tool Game Board
- Tech Theatre Podcast
- Google Classroom Journal/Responses
- Discussion
- Good class attendance

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Each week, one student will be elected to serve as Stage Manager for the class. They will make announcements, take attendance, and fill out a rehearsal report. At the end of the week, the student will be responsible for writing a self-assessment of their work.
- Students will serve as technicians for various productions.
- Create a promptbook for a scene that is rehearsed in the acting unit. Learn common shorthand for taking blocking and present the mock prompt book as a test grade.
- Found Object Sculpture: Create a found object sculpture by taking a group walk around campus and recovering any object that inspires the students. Have them place that object in the center of the classroom. Each student will place their object in the same pile, then it will be arranged to create a found object sculpture. Students will then write a monologue or poem based on the sculpture. They will also discuss how this process could inspire abstract design ideas.
- Masterclass: Several Guest Lecturers will come in to discuss and present technical theatre career paths to the students.
- Trashy Costumes: Given a bag of scraps and old costumes, have students design a costume for a classmate. They will dress the classmate in this costume and present their ideas and thought process to the class. Peer evaluations will be made.
- Bring in various tools and equipment commonly found in technical theatre. Give students a pack of sticky notes with a name of each instrument written on each sticky note. Have the students try to match the name with the instrument by placing the sticky note on it. Each team will have a different color note and the team with the most correct choices will win.
- Create a Theatre Company Project: In groups, students will be asked to create a Broadway, Off-Broadway, Regional, or Community Theatre Company.
- Tech Theatre Podcast Project: Have students choose several podcasts on the American Theatre Wing's "Working in the Theatre" podcast program and have students create their own and post in Google Classroom.

RESOURCES

Teacher Resources:

- *Technical Theater for Nontechnical People* by Drew Campbell
- Google Suite
- ASC
- Rahway Theatre Monologue, Scene, & Play Database
- Technology Lab
- Lesson Plans
- <http://www.youtube.com>

Equipment Needed:

- Computer
- Overhead projector
- Google Suite
- Whiteboard
- Empty space
- ChromeBooks
- Tech Theatre Tools

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Special Topics: Stage Makeup

Target Course/Grade Level: Theatre II, 9-12

Unit Summary: Beyond setting and character, stage makeup plays an important role in visibility of the actors and aesthetic choices for a production. Makeup is necessary for ensuring that the features of an actor's face are easy to see and don't get “washed out” by the bright stage lights. In addition, stage makeup is a transferable skill that can be used in film, television, and retail. In this unit students will learn first hand the safety and cleanliness rules of stage makeup, the application processes of basic bruises, cuts, and burns, and how to approach designing makeup for a specific actor and/or character.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- TH.6-8.1.4.8.Pr5** Developing and refining techniques and models or steps needed to create products.
- TH.6-8.1.4.8.Re9** Applying criteria to evaluate products.
- TH.6-8.1.4.8.Re9a** Analyze how personal experiences affect artistic choices in a theatrical work.
- TH.6-8.1.4.8.Re9b** Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
- TH.6-8.1.4.8.Re9c** Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
- TH.9-12.1.4.12prof.Cr2b** Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
- TH.9-12.1.4.12prof.Pr4b** Use technical elements to increase the impact of design for a theatre production.
- TH.9-12.1.4.12prof.Pr5** Developing and refining techniques and models or steps needed to create products.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3.** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3.** Identify transferable career skills and design alternate career plans.
- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

Family and Consumer Science

FAM.9-12.5.3.1 Analyze the various types of cleaning methods and their environmental effects.

FAM.9-12.5.5.3 Demonstrate safe procedures in the use, care, and storage of equipment.

FAM.9-12.7.1.2 Analyze opportunities for employment and entrepreneurial endeavors.

Visual Arts

VA.6-8.1.5.8.Cr1a Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

VA.9-12.1.5.12prof.Cr1a Use multiple approaches to begin creative endeavors.

VA.9-12.1.5.12prof.Cn10a Document the process of developing ideas from early stages to fully elaborated ideas.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LA.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Unit Understandings:

Students will understand that...

- Stage makeup designers are an integral part of the storytelling and creative team.
- Stage makeup uses a series of procedures for cleanliness that must be followed at all times.
- Designers must work around a budget and use different materials to achieve the same designs out of necessity.

- Makeup artists must problem solve when working with different people with various skin conditions.
- Stage makeup can help sell the illusion of an injury for an actor.
- Different makeup products require a different application process and tools.

Unit Essential Questions:

- Why is stage makeup an important aspect of theatre?
- How is a makeup designer involved in the creative team?
- What are the techniques associated with cleanliness in makeup?
- What tools are available to me as a makeup artist?
- How can I create makeup that derives from character and situation?
- How can I create the illusion of an injury using makeup?
- What products should I use as a makeup artist on different people?

Knowledge and Skills:

Students will know...

- Use appropriate techniques associated with different makeup tools and cleanliness.
- Design an original stage makeup look for an actor and/or character.
- Create one of the following injuries: new bruise, old bruise, cut, scrape, and/or burn using the appropriate materials.
- Choose the correct colors and products for different skin conditions.
- Budget for a certain amount of applications using research and makeup saving techniques.

Students will be able to...

- Set up and clean up their work station each day of the makeup unit.
- Research a play and/or character and design a makeup look appropriate for that piece and/or person.
- Demonstrate the correct procedure and artistic techniques associated with one of the following injuries: new bruise, old bruise, cut, scrape, and/or burn using the appropriate materials.
- Create a retail order for the specific products they will need for a specific look and correct amount of applications and staying on budget.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Participation
- Observation
- Preparedness
- Peer and self-assessment

- Quizzes/Tests
- Google Classroom Journal/Responses
- Discussion
- Good class attendance
- Set up/clean up
- New Bruise Checklist
- Old Bruise Checklist
- Cut/Scrape Checklist
- Burn Checklist
- Budget Project
- Design Project Rubric

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in daily set up, lessons, and clean up.
- Actively participate in discussions.
- Journal as a way to chat about personal progress.
- Volunteer to be the “model” to help fellow artists.
- Research different makeup artists and their portfolio of work.
- Create and manage a retail order within a budget.
- Create a new bruise, old bruise, cut, scrape, and burn as the makeup artist.

RESOURCES

Teacher Resources:

- MUD Makeup Up School website: <https://mud.edu/>
- <http://www.youtube.com> Tutorials
- Rahway Theatre Monologue, Scene, & Play Database
- Technology lab
- Lesson Plans
- Special effects makeup artist masterclass

Equipment Needed:

- Computer
- Overhead projector
- Whiteboard
- Empty space
- Tables
- Applicators (Makeup up sponges, q-tips, mascara wands, stipple sponge, brushes, etc.)
- Stage makeup: Ben Nye & Mehron
- 99.9% Rubbing alcohol in mini spray bottles

- Paper towels

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Special Topics: Theatre for Social Change

Target Course/Grade Level: Theatre II, 9-12

Unit Summary: Students will be asked to create new works based on current social or political issues that they would like to explore by using the following techniques: devising, moment work, improvisation, theatre of the oppressed, forum theatre, and applied theatre. The students will learn building blocks on new material creation and eventually present a Living Newspaper for critique, feedback, and edits.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.4.12prof.Cr1c.** Use script analysis to generate ideas about a character that is believable and authentic.
- 1.4.12prof2.Cr2a.** Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.Cr2b.** Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
- 1.4.12prof.Cr3a.** Use script analysis to inform choices impacting the believability and authenticity of a character.
- 1.4.12prof.Cr3b.** Practice devised or scripted theatre work using theatrical staging conventions.
- 1.4.12prof.Cr3c.** Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
- 1.4.12prof.Pr4a.** Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- 1.4.12prof.Pr4b.** Use technical elements to increase the impact of design for a theatre production.
- 1.4.12prof.Pr5a.** Identify and explore different pacing options per character to better communicate the story in a theatre work.
- 1.4.12prof.Pr5b.** Explore and discover character choices using given circumstances in devised or scripted theatre work.
- 1.4.12prof.Pr6a.** Perform devised or scripted theatre work for a specific audience.
- 1.4.12prof.Re7a.** Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b.** Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.

- 1.4.12prof.Re8a.** Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play’s history, culture, and political context.
- 1.4.12prof.Re8b.** Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c.** Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.
- 1.4.12prof.Re9a.** Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
- 1.4.12prof.Re9b.** Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
- 1.4.12prof.Re9c.** Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
- 1.4.12prof.Cn10a.** Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
- 1.4.12prof.Cn11a.** Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3.** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3.** Identify transferable career skills and design alternate career plans.
- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- 6.1.12.D.3.e** Determine the impact of religious and social movements on the development of American culture, literature, and art. Identify elements of art and principles of design that are evident in everyday life.
- 6.1.12.D.8.b** Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- 6.1.12.A.10.a** Evaluate the arguments regarding the role of the federal government during the New Deal era.
- 6.1.12.D.10.d** Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
- 6.1.12.D.11.d** Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.1.12.D.13.a** Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African Americans.
- 6.1.12.D.13.f** Relate the changing role of women in the labor force to changes in family structure.
- 6.1.12.D.14.d** Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

- 6.1.12.D.14.e** Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.D.16.a** Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.1.12.D.16.b** Explain how and why technology is transforming access to education and educational practices worldwide.
- 6.2.12.D.4.k** Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
- 6.3.4.A.3** Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.3.4.B.1** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- 6.3.4.C.1** Develop and implement a group initiative that addresses an economic issue impacting children.
- 6.3.4.D.1** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- LA.SL.9-10.1.C** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- LA.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- LA.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- LA.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Unit Understandings:

Students will understand that...

- Theatre has an influence on history and history has an influence on theatre in Western and non-Western theatre traditions.
- The artist has a social, historical, and political impact on culture and vice versa.
- Theatre does not always have to be created by the playwright; it can be devised from improvisational activity.

Unit Essential Questions:

- How can theatre be a part of social change?
- What contemporary issues are prevalent in your life today?
- Who are the theatre practitioners that paved the way?
- What is the role of government in relation to the arts?
- What was the New Deal and how did it affect artists?
- What are non-traditional ways of creating new works in theatre?

Knowledge and Skills:

Students will know...

- Create a Living Newspaper based on a contemporary issue that seeks to encourage social change.
- Use unit specific vocabulary in their creative process of researching, developing, designing, and editing their Living Newspaper.
- Use techniques from theatre for social change artists of the past to develop building blocks for new works.
- Identify the way lawmakers affect policy and the arts and vice versa.
- Evaluate the success and failure of the Federal Theatre Project and as a result, also analyze current policy.

Students will be able to...

- Research the New Deal Era and the Federal Theatre Project.
- Analyze the creation of new works of theatre by breaking down the devising techniques of Augusto Boal, Frantic Assembly, The National Theatre, and the Tectonic Theatre Company.
- Compare and contrast policy from past and present legislation and how it affects artists.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Participation
- Observation
- Drafting technique checklist
- Preparedness
- Peer and self-assessment
- Living Newspaper Checklist
- Federal Theatre Project Website Checklist
- Google Classroom Journal/Responses
- Discussion
- Good class attendance

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in daily discussions.
- Collaborate as a class on the creation of a Federal Theatre Project website through research.
- In groups, research, plan, devise, perform, and critique a Living Newspaper performance.

<i>RESOURCES</i>

Teacher Resources:

- *Moment Work: Tectonic Theater Project's Process of Devising Theater* by Moises Kaufman and Pitts McAdams, Barbara T.
- *The Frantic Assembly Book of Devising Theatre* by Scott Graham.
- ASC
- Rahway Theatre Monologue, Scene, & Play Database
- Technology Lab
- Lesson Plans
- <http://www.youtube.com>

Equipment Needed:

- Computer
- Google Suite
- Overhead projector
- Whiteboard
- Empty space
- ChromeBooks

UNIT OVERVIEW

Content Area: Performing Arts

Unit Title: Special Topics: Directing & Play Production

Target Course/Grade Level: Theatre II, 9-12

Unit Summary: Directing a theatrical production requires artistic vision, literary analysis, detailed organization, interpersonal and management skills, design skills, and knowledge of every technical element. In addition, the director must be able to multi-task and remain calm in the midst of the storm while guiding his/her cast and creative team to a polished performance. In this unit students will be involved in the performative and non-performative roles of producing a production. The unit will culminate with a fully staged Showcase, one-act, or full-length play.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- TH.9-12.1.4.12acc.Cr1b** Understand and apply technology to design choices for devised or scripted theatre work.
- TH.9-12.1.4.12acc.Cr2b** Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- TH.9-12.1.4.12acc.Cr3c** Re-imagine technical design choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
- TH.9-12.1.4.12acc.Pr5** Developing and refining techniques and models or steps needed to create products.
- TH.9-12.1.4.12acc.Pr5b** Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
- TH.9-12.1.4.12acc.Pr6a** Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
- TH.9-12.1.4.12acc.Re7b** Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.
- TH.9-12.1.4.12acc.Re8c** Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
- TH.9-12.1.4.12acc.Re9c** Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
- TH.9-12.1.4.12acc.Cn11** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.8.B.3. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3. Identify transferable career skills and design alternate career plans.
- 9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards: Visual Arts

- VA.9-12.1.5.12prof.Cr2a Engage in making a work of art or design without having a preconceived plan.
- VA.9-12.1.5.12prof.Cr2c Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- VA.9-12.1.5.12prof.Pr6a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
- VA.9-12.1.5.12prof.Re7a Hypothesize ways in which art influences perception and understanding of human experiences.
- VA.9-12.1.5.12prof.Cn11 Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- LA.SL.9-10.1.C** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- LA.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- LA.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- LA.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Unit Understandings:

Students will understand that...

- Directors must thoroughly analyze the playwright's themes, style, tone, and mood.
- Directing concepts must be based on careful analysis of the text, the playwright, and the historical period.
- Organization and planning are key to efficient play production.
- Directors must earn the respect of their actors and creative team by role modeling professionalism, patience, commitment to excellence, hard work, consistency, and passion for the art and the project.
- Every element of a play is important: acting, staging, pacing, design, and technical elements.

Unit Essential Questions

- How do I begin to create a concept for directing a play?
- How do I cut a three-act play to forty-five minutes?
- What is involved in the design process?
- How do I structure my rehearsals and plan a schedule for the entire process?
- How do I keep the cast on task and focused during our rehearsals?
- How do I help the actors to understand our play and create their characters?
- How do I motivate actors, who are my peers, to reach their highest potential?
- How do I deal with difficult personalities and conflicts in the company?
- How do I run a tech rehearsal?

Knowledge and Skills

Students will know how to...

- Create a concept for directing a play.
- Cut down a play to a measurable length with a clear beginning, middle, and end.
- Design a set for a play they are directing.
- Create a rehearsal schedule for their cast and creative team.
- Create clear goals for each rehearsal.
- Help the actors reveal character and blocking through rehearsal.
- Multi-task all the skills that are required of a director.
- Create a tech plan that is appropriate for the play and budget.

Students will be able to...

- Select a play to direct and produce for Directors Showcase.
- Create a rehearsal plan for the entire process and daily plans that include warm-ups, acting exercises, and objectives for scene work.
- Run auditions and weekly rehearsals.
- Help actors create believable, truthful characters.
- Design the set, costumes, make-up, lights, and sound for their play
- Supervise the building of the set and the accumulation of props and costumes.
- Select appropriate music for the production.
- Organize and maintain a production notebook.
- Create a program page with a cast list and Directors' Notes.
- Strike the set and clean all areas following the Showcase.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Participation
- Observation
- Drafting technique checklist
- Preparedness
- Peer and self-assessment
- Directors Checklist
- Google Classroom Journal/Responses
- Discussion
- Good class attendance

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Teams of two or three students will select a play to direct and produce for the Directors Showcase.
- Directors will create a rehearsal plan for the entire process and daily plans that include warm-ups, acting exercises, and objectives for scene work.
- Directors will run auditions and weekly rehearsals.
- Directors will help actors create believable, truthful characters.
- Directors will design the set, costumes, make-up, lights, and sound for their play.
- Directors will supervise the building of the set and the accumulation of props and costumes.
- Directors will select appropriate music for the production.
- Directors will organize and maintain a production notebook.

- Directors will create a program page with a cast list and Directors' Notes.
- Directors will strike the set and clean all areas following the Showcase.

RESOURCES

Teacher Resources:

- ASC
- Rahway Theatre Monologue, Scene, & Play Database
- Technology Lab
- Lesson Plans
- <http://www.youtube.com>

Equipment Needed:

- Computer
- Overhead projector
- Whiteboard
- Empty space
- Chromebooks