

Estell Manor School District



Theater Curriculum PK - 8

Board Approved: 12/21/22

Pacing Guide for Theater Instruction

Unit Title	Targeted Grade(s)	Time Frame	Notes
Fantasy and Reality	PK	1 trimester (12 weeks)	
Acting & the Stage	K-2	1 trimester (12 weeks) per grade	
Theater	3-5	1 trimester (12 weeks) per grade	
What is Drama?	6-8	10 weeks	Student choice
Theater History	6-8	10 weeks	Student choice
Creating Character to Perform for an Audience	6-8	10 weeks	Student choice
Technical Theater	6-8	10 weeks	Student choice

Content Area: Visual and Performing Arts

Target Grade Level: Pre- K	
Unit Title: Fantasy & Reality	Time Frame: 1 Trimester
Unit Summary: This unit is designed to present students with an overview and understanding of pretend play.	

Content Standards
1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama)
1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.
1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

Unit Essential Questions: • Who is a mom, dad, firefighter, police officer, doctor, mechanic, etc.? • What is real? Fantasy? • What is the order of events in which something happens? (What comes next?) • How does a happy person act? Sad person? Mad person? Scared person? Excited person?	Unit Enduring Understandings: • Different people play different roles in our lives. • A real story is one that can really happen. • Fantasy is a made up story from our imagination. • There is a certain order events must follow. • People act in a certain way depending on how they are feeling.
Unit Objectives: <i>Students will know...</i> • Who the people are in our lives and community, how they help or relate to us, and why we need to know who they are. • That real is something that can actually happen and fantasy is pretend. • The order of events in a story • How to act depending on their mood.	Unit Objectives: <i>Students will be able to...</i> • Act out different roles during a play, skit, or role- playing • Make- up and/or tell a real story and a fantasy story using props • Tell a story in order • Use emotions to act-out how their “character” feels

Assessments:	Formative: observations, questioning free play Summative: videotaped role -play performance Alternative: charades Benchmark: sort (match emotions to pic), real vs. fantasy, place story pictures in order
Instructional Materials:	Short plays @ various levels Teacher created charade cards / posters

	Short realistic fiction stories Fables (ex: The Ant and the Grasshopper, The Tortoise and the Hare) Props
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activity, creation of props, larger roles
Career Readiness, Life Literacies, & Key Skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job..
Computer Science & Design Thinking	8.2.2.ITH.3: Identify how technology impacts or improves life.
Cross - curricular Standards:	0.3.P.A.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness. 0.1.P.A.1 Express individuality by making independent decisions about which materials to use. 0.1.P.A.3 Actively engage in activities and interactions with teachers and peers. 0.5.P.A.2 Engage in pretend play. RL.PK.2 With prompting and support, retell familiar stories or poems. RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

Content Area: Visual and Performing Arts	
Target Grade Level: K-2	
Unit Title: Acting & the Stage	Time Frame: 1 Trimester per grade level
Unit Summary: This unit is designed to present students with an overview and understanding of theatre.	

Content Standards

1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama)
1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).cultures and times.
1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative

drama).
1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.
1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.
1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).
1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama

(e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

Unit Essential Questions

- What are the basic elements of theatre?
- What is a setting, costume, plot, theme,?
- What are stage directions, areas of the stage, basic stage movements, and parts of a script?
- What are characters and how do actors portray them?
- What are some theatrical elements?
- What is voice and movement and how is it used in the theatre?
- How is creative movement and personal space used in theatre?
- What are some examples of exemplary works in theatre?
- What are some differences between theatre performances?
- How can imagination be used in creating a play or story?

Unit Enduring Understandings

Students will understand that...

- There are several basic elements of theatre.
- Setting is where and when the story takes place, costumes are the clothes people wear in a production, and plot and theme describe what the problem is within the performance and how it is solved.
- There are many different components of a theatrical performance including, but not limited to placement on the stage, script directions (cues), and movements.
- Characters are the people, animals, or things in a performance or story.
- Theatrical elements can be observed by watching multiple performances.
- Voice and movement of a character can determine what the character is like.
- Exemplary performances demonstrate quality work and effort, and they can be different.
- Imagination is important in all performances.

Unit Objectives

Students will know...

- The basic elements of theatre.
- What a setting, costume, plot and theme are.
- What stage directions, areas of the stage, basic stage movements, and parts of a script are.
- How actors portray characters.
- What theatrical elements are.
- What voice and movements are and how they are used in theatre.

Unit Objectives

Students will be able to...

- Name the basic elements of theatre.
- Explain the setting, costume, plot and theme of a story or play
- Describe what stage directions, areas of the stage, basic stage movements, and parts of a script are
- Demonstrate how actors portray characters.
- List theatrical elements
- Explain voice and movement and how they

• Exemplary works in the theatre. • Differences in performances. • How to use imagination to create a play or story.	are used in theatre. • Give examples of exemplary works in the theatre. • Compare and contrast the differences in performances. • Use imagination to create a play or story.
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Assessments:	Formative: observations, questioning, discussion, informal role play Summative: creation of a short story, videotaped role -play performance Alternative: fishbowl discussion after viewing a performance Benchmark: pencil/paper, act out stage directions
Instructional Materials:	Short plays @ various levels (Ex: Peter Rabbit adapted for performance by grades K-2, “gentle” version of Chicken Little) Instructional videos: https://www.youtube.com/watch?v=uGxKZlOnOus https://www.youtube.com/watch?v=zhmcVVTS3mI Short performances: https://www.youtube.com/watch?v=QWwYt3O-MAo https://www.youtube.com/watch?v=z_7NSzJjvw4 Short fiction stories Teacher-created stage- direction cards Props
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activity, creation of props, larger roles

Career Readiness, Life Literacies, & Key Skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job..
Computer Science & Design Thinking	8.2.2.ITH.3: Identify how technology impacts or improves life.
Cross - curricular Standards:	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Content Area: Visual and Performing Arts	
Target Grade Level: 3-5	
Unit Title: Theater	Time Frame: 1 Trimester per grade level
Unit Summary: This unit is designed to present students with an overview and understanding of theatre.	

Content Standards
1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.
1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.
1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.
1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.
1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.
1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.
1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.
1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.
1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.
1.4.5.Re8b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.
1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.

1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.
1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.
1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.
1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.

Unit Essential Questions • What are the characteristics of a well-made play? • How do actors use their voice and stage presence to represent their characters? • What are some ways theatrical elements can be used? • How does discipline-specific arts terminology help to categorize works of theatre?	Unit Enduring Understandings Students will understand that... • There are many different characteristics of a well-made play. • They must interpret a script and determine how physical and vocal choices reflect an actor's characteristics. • Time, place, mood, and theme are created through the use of technical theatrical elements. • Sensory recall can develop a character. • Creating a play consists of writing scripts and includes theatrical elements and story construction. • Active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. • There is discipline-specific arts terminology used to categorize works. • There are evaluative tools such as rubrics for self- assessment and critique.
Unit Objectives	Unit Objectives

Students will know... • There are many different characteristics of a well-made play. • How to interpret a script and determine how physical and vocal choices reflect an actor's characteristics. • That Time, place, mood, and theme are created through the use of technical theatrical elements. • Sensory recall can develop a character. • that creating a play consists of writing scripts and includes theatrical elements and story construction. • Active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.	Students will be able to... • Name the different characteristics of a well-made play. • Explain how to interpret a script and determine how physical and vocal choices reflect an actor's characteristics. • Develop and set the time, place, mood, and theme using technical theatrical elements. • Use sensory recall to develop a character. • create a play by writing a script and including theatrical elements and story construction. • Utilize active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus in scripted and improvised performances.
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Assessments:	Formative: observations, questioning, informal discussions, practice critiques Summative: Creation and performance of short play (group), typed critique of performances Alternative: students develop rubric for performance, choose a performance to watch and critique Benchmark: pre/post analysis and critique
Instructional Materials:	Leveled reading at readworks.org "The Process of Acting" Videotaped stage performances Short scripts @ various levels for analysis Rubrics for critiquing performances Props
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues,

	alternative assessment Gifted: choice of activities, creation of props, scripts, and rubric, larger roles
Career Readiness, Life Literacies, & Key Skills	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
Computer Science & Design Thinking	8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.
Cross - curricular Standards:	RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Content Area: Visual and Performing Arts	
Target Grade Level: 6-8	
Unit Title: Unit 1 - What is Drama?	Time Frame: 10 Weeks
Unit Summary: Learning to improvise and interact with fellow performers are important skills for the student actor. This unit will demonstrate how simple concentration, a willingness to relax, and a better use of one's senses can make a more successful actor.	

Content Standards
1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical

performance that assist in the development of stronger character choices.
1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience
1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.
1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.
1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Unit Essential Questions How can I lose some of my fears and inhibitions about performing and avoid making a fool of myself in front of others? How can I develop my confidence in my ability to “think on my feet”? Is getting to know, trust and support fellow classmates more fully really important? What does “sensory awareness” have to do with acting?	Unit Enduring Understandings Students will understand that... Getting to know people around oneself and improving self-awareness is a critical component of theatre. Drama is both work and fun. Live theatre is a form of communication Successful performers develop and hone skills of higher level thinking and divergent ideas.
Unit Objectives Students will know... About their 5 senses. How to stay in rhythm while listening and responding to cues How to use their bodies to indicate place How to interpret what they are seeing How to use their senses to identify unknowns.	Unit Objectives Students will be able to... Strengthen their awareness of their senses. Stay in rhythm to hear and respond on cue. Use their bodies to indicate place. Interpret what they are seeing. (As the audience) Use 4 of their 5 senses to identify unknown sounds, smells, etc.
Assessments:	Formative: observations, exit tickets, self-evaluation Summative: pantomime, call and response performance Alternative: group collaboration - creating and performing a skit involving pantomime and call and response Benchmark: pre/post rubric based assessment
Instructional Materials:	Drama Games for Classrooms and Workshops by Jessica Swale Acting One (Third Edition) by Robert Cohen Video Clips "Whose Line Is It Anyway?"

	Video Clip "Improvisation" from The Teaching Channel Leveled reading available at readworks.org "Profile of an Actor"
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activities, creation of props, scripts, and rubric, larger roles
Career Readiness, Life Literacies, & Key Skills	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Computer Science & Design Thinking	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Cross - curricular Standards:	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Content Area: Visual and Performing Arts	
Target Grade Level: 6-8	
Unit Title: Unit 2 - Theater History	Time Frame: 10 Weeks
Unit Summary: Learning about theater history broadens one's appreciation and understanding of the art of theater as a whole. This unit will introduce basic content knowledge about the Ancient Greek Theater, Roman Theater, and Shakespearean Theater, and how these have evolved to give us our current genres of performing: Dramatic plays, Comic plays, Musical Theater, and Children's Theater. Students will be exposed to playwrights from each era or genre and the significant contributions they have brought to the world of theater.	

Content Standards

1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.
1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.
1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Unit Essential Questions What are some events that primitive people might have had to communicate with each other without the use of sophisticated language? Who are some people in history whose artistic actions "changed the world"? Does style of acting change with the time period?	Unit Enduring Understandings Students will understand that... Theater History can be divided into 9 eras from 2160 BCE to today. Knowledge of history contributes to the creation of a believable character. Events in one time period relate to and ultimately affect the next period in chronological order.
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What major technical developments in history have had an effect on theater as we know it today?	
Unit Objectives Students will know... The historical eras of theater, the innovations that occurred along the way, and the major playwrights of the time How speech and body movements change depending on the historical time period Theater has evolved over time and this evolution is related to their own dramatical expression	Unit Objectives Students will be able to... Recognize historical eras, the innovations that occurred, and the playwrights who worked during that time. Demonstrate knowledge of historical style using speech and body movements Explore theatrical evolution between the past and the present and relate to their own dramatic expression

Assessments:	Formative: observations, exit tickets, discussion Summative: improvisational act based on historical time period Alternative: "historical" blog posts detailing a performance Benchmark: pre/post test matching the historical era, playwrights, and theatrical style
Instructional Materials:	"Our Town" Video Bickford Theater Production Fellini's "Romeo and Juliet" B'Way - The American Musical Theater History - 3 DVD's Readings: https://www.newhistorian.com/short-history-ancient-theatre/7244/ Lower level - https://knowitall.org/series/history-theater
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements

	ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activities
Career Readiness, Life Literacies, & Key Skills	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Computer Science & Design Thinking	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Cross - curricular Standards:	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 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. 6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Content Area: Visual and Performing Arts	
Target Grade Level: 6-8	
Unit Title: Unit 3 - Creating Character to Perform for an Audience Frame: 10 Weeks	Time
Unit Summary: Using the body and voice, the experienced actor can become anyone he/she wants to be. By combining information, emotion, and personal style, the actor will interpret the character physically and vocally to an audience. Analyzing the character's voice and posture based on health, social status, job, situation, etc., and adding in vocal texture, pitch, volume, clarity, and intensity, the actor will communicate character to the audience, eliciting a physical and/or emotional response. Relying on other theatrical positions (director, costumer, makeup designer etc), for support, augments the performance.	

Content Standards
1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience
1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.
1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Unit Essential Questions Can one really communicate and convey meaning without talking? How does observation help an actor create a role? Why are vocal pitch, rate, volume, and tone important to an actor? Why are physical and vocal warm-ups important to an actor? Who is responsible for all the jobs that need to be done when creating a show?	Unit Enduring Understandings Students will understand that... Actors must recognize the importance of observation as a tool to create and develop a character. There are different acting areas and positions of a proscenium arch stage. Actors must continually hone physical and vocal skills in order to effectively portray a character. Actors must accept criticism as a means of improving their performance. Observing another actor's performance as an audience member can help one grow as a performer.
Unit Objectives Students will know... Production terminology Oral interpretation skills How to articulate correctly	Unit Objectives Students will be able to... Use production terminology correctly Practice oral interpretation skills

How to project their voice How to alter their physical appearance to convey the age of a character How to improve their physical conditioning for performances How to give constructive criticism	Improve articulation using the tongue, lips and teeth Practice proper breathing techniques to project their voice beyond the first row Alter their physical characteristics to convey the age of a character other than their own age Improve their physical condition by stretching and exercising Practice the use of constructive criticism
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Assessments:	Formative: observations, exit tickets, discussion Summative: paper/pencil (terminology), use a rubric to assess the student's ability to perform the other objectives Alternative: create (and dress) a character, critique of a class performance Benchmark: pre/post assessment on objectives
Instructional Materials:	Creative Ideas for Writing and Drama (Teacher Resource Book) Gordon Porterfield At Play - Teaching Teenagers Theater by Elizabeth Swados Theater in the Secondary School Classroom by Jim A. Patterson The Monologue Audition Video by Karen Kohlhaas Children's stories at various levels to perform on oral interpretation
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues, peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activities, higher level stories
Career Readiness, Life Literacies, & Key	9.2.8.CAP.12: Assess personal strengths,

Skills	talents, values, and interests to appropriate jobs and careers to maximize career potential.
Computer Science & Design Thinking	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Cross - curricular Standards:	L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Content Area: Visual and Performing Arts
Target Grade Level: 6-8

Unit Title: Unit 4 - Technical Theater	Time Frame: 10 Weeks
Unit Summary: This unit is an overview of technical theater and the vocabulary that supports it, both from an actor and technician's point of view. Materials used to create sets and props, as well as building costumes and applying make-up will be demonstrated, discussed and performed in final scenes.	

Content Standards
1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.

Unit Essential Questions What are the correct names for the parts of the stage? How do all the elements come together to create a successful show? What is the "chain of command" in a theatrical production? Do technical aspects help create mood?	Unit Enduring Understandings Students will understand that... Exposure to the various jobs in theater and knowing who is responsible for what will help make a good production. There are methods and theories in each discipline that need to be applied correctly for success.
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What are design elements, and who determines them? How does stage lighting "make or break" a show? What is important technical "lingo" for lights, sound, costumes, and props?	The technical aspects of any production is a major component of any successful performance. Students will recognize the importance of technical aspects of any production.
Unit Objectives Students will know... The correct names for the parts of the stage The chain of command in a theatrical production The capabilities of the light board How light and sound cues appear in a script How costumes can create character That props can make or break a scene How to read a ground script	Unit Objectives Students will be able to... Learn the capabilities of the computerized light board Identify specific light/sound cues in a script. Understand how costumes can create character See how props can "make or break" a scene Practice reading a ground plan

Assessments:	Formative: observations, exit tickets, discussion, presentations Summative: technical theater PBL, analysis of script set up Alternative: written critiques, draw and design costumes, create a ground plan for a given play Benchmark: pre/post assessment on objectives
Instructional Materials:	Technical Theater for Non- technical People by Drew Campbell The Perfect Stage Crew by John Kaluta Fundamentals of Theatrical Design by Karen Brewster Introduction to Theatre Arts teacher's Guide by Suzi Zimmerman Drama Games for Kids by Denver Casado
Modifications:	IEP: teacher modeling, verbal/nonverbal cues, peer buddy, alternative assessment, modified movements At-risk: teacher modeling, verbal/nonverbal cues, peer buddy 504: teacher modeling, verbal/nonverbal cues,

	peer buddy, modified movements ELL: teacher modeling, nonverbal cues, alternative assessment Gifted: choice of activities, higher level scripts
Career Readiness, Life Literacies, & Key Skills	9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
Computer Science & Design Thinking	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
Cross - curricular Standards:	L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.