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2021-2022

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Creating Performing Connecting	**Standard #:** Anchor Standard 3 **Description:** Refining and completing products **Standard #:** Anchor Standard 6 **Description:** Conveying meaning through art. **Standard #:** Anchor Standard 10 **Description:** Synthesizing and relating knowledge and personal experiences to create products.	
Artistic *Practice*:	Performance Expectation/s:	
Creating Imagine Envision Plan Construct Evaluate Clarify Realize **Performing** Establish	**HS Accomplished** 1.4.12acc.Cr3 a. Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work. b. Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.	**Activity Description**: Unit Title: Exploring LGBT and Disability Representation in Theatre Unit Overview: This unit will delve into the exploration of LGBT and disability representation in theater, emphasizing the development of believable characters, the rehearsal process, and technical

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Analyze
Choose
Rehearse
Share

Connecting
Incorporate
Affect
Expand

c. 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.

HS Accomplished
1.4.12acc.Pr6
a. Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.

HS Accomplished
1.4.12acc.Cn10
a. Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.

design choices. Students will explore physical and vocal choices to create authentic characters, analyze and revise theater works using staging conventions, and reimagine technical design choices to enhance storytelling. They will produce theater works tailored for specific audiences and reflect on personal beliefs through their creative process.

Objectives:

- Explore physical and vocal choices to develop believable and authentic characters.
- Use the rehearsal process to analyze and revise theater works using staging conventions.
- Re-imagine technical design choices to enhance the story and emotional impact of theater works.
- Produce theater works tailored for specific audiences.
- Choose, interpret, and perform theater works to reflect or question personal beliefs.

Standards: 1.4.12acc.Cr3, 1.4.12acc.Pr6, 1.4.12acc.Cn10

Session 1: Introduction to LGBT and Disability Representation in Theatre

- Discuss the importance of diversity and inclusion in theater.

Enduring Understanding/s:	Essential Question/s:
1. Theatre artists refine their work and practice their craft through rehearsal. 2. Theatre artists, through a shared creative	1. How do theatre artists transform and edit their initial ideas? 2. What happens when theatre artists and

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experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. 3. Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.	audiences share creative experiences? 3. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?	• Introduce key concepts and terminology related to LGBT and disability representation. • Assign readings and viewings of theater works featuring LGBT and disability themes. Session 2: Character Development and Authenticity • Explore physical and vocal choices to develop believable and authentic characters. • Practice exercises focusing on physicality, voice, and emotional authenticity. • Rehearse scenes focusing on character development and realism.
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	
SEL/Create - (1) Generating and conceptualizing ideas. SEL/Perform - (4) Selecting, analyzing, and interpreting work. SEL/Respond - (8) Interpreting intent and meaning. SEL/Connect	SEL/Create CONSOLIDATED EU Creative ideas and inspirations can emerge from a variety of sources. Creativity is a life skill that can be developed. CONSOLIDATED EQ How do artists generate creative ideas? SEL/Perform CONSOLIDATED EU	Session 3: Analyzing and Revising Theater Works • Use the rehearsal process to analyze and revise theater works using theatrical staging conventions. • Experiment with blocking, movement, and spatial relationships on stage. • Receive feedback and make adjustments to improve performances. Session 4: Reimagining Technical Design Choices • Re-imagine technical design choices to enhance the story and emotional impact of theater works.

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- (10) Synthesize and relate knowledge and personal experiences to make art.	Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent. CONSOLIDATED EQ How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation? How do artists interpret their works? SEL/Respond CONSOLIDATED EU The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences. CONSOLIDATED EQ How does understanding an artist's expressive intent help us comprehend, interpret and personally relate to an artistic work? SEL/Connect CONSOLIDATED EU	● Collaborate with designers to develop set, costume, lighting, and sound designs. ● Discuss how technical elements can enhance the representation of LGBT and disability themes. Session 5: Producing Theater Works for Specific Audiences ● Produce devised or scripted theater work using a creative process that shapes the production for a specific audience. ● Discuss considerations for adapting performances to different audiences. ● Rehearse and refine scenes or monologues tailored for specific audiences. Session 6: Reflecting on Personal Beliefs ● Choose, interpret, and perform theater works to reflect or question personal beliefs. ● Discuss how personal beliefs influence interpretation and performance choices. ● Reflect on the experience and consider how theater can be a platform for exploring and expressing personal beliefs. Session 7: Final Performance and Evaluation

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	The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works. CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?	● Prepare and perform devised or scripted theater work for the class or invited audience. ● Conduct formal and informal evaluations of performances. ● Provide constructive feedback to peers and reflect on the production process. Session 8: Reflection and Synthesis ● Reflect on the unit's exploration of LGBT and disability representation in theater. ● Synthesize learning experiences and personal growth. ● Discuss future applications of skills and insights gained. Assessment: ● Participation in class discussions and activities ● Character development exercises and scene rehearsals ● Analysis and revision of theater works ● Design presentations and critiques ● Performance of devised or scripted theater work ● Written reflections on personal beliefs and growth (LA) Resources: ● Theater works featuring LGBT and disability themes

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		● Texts, articles, and videos on LGBT and disability representation in theater
		● Design software and technical equipment for exploring design choices
		● Theater space or access to recording equipment for rehearsals and performances
		Interdisciplinary Connections:
		Language Arts (LA)

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self-feedback in critical response format	**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:** ● Performances ● In-studio showings

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
Carver, R. K. (2012). *Stagecraft Fundamentals: A Guide and Reference for Theatrical Production* (2nd ed.). Focal Press. Cohen, R. (2016). *Theatre: Art in Action* (11th ed.). McGraw-Hill	● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual	● Allow access to supplemental materials, including use of online bilingual dictionary. ● Meet with an ELL trained or inclusion teacher prior to	● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

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Education.

Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press.

Eisner, E. (2002). *The Educational Imagination 3rd ed.* Upper Saddle River, NJ: Prentice Hall

Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge.

hooks,b., (1994). *Teaching to transgress: Education as the practice of freedom.*

NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf

special needs, as well as to discuss whether or not homework is appropriate.

- Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.

- Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.

initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.

Supplemental Resources

Technology:
- Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist.

Other:

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● N/A			
Differentiated Student Access to Content: **Recommended *Strategies & Techniques***			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
● Offer resources to students in a variety of ways to accommodate for multiple learning styles. ● Engage all learners through implementation of various resources including visual, audio, and tactile materials. ● Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.	● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. ● Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). ● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.	● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. ● Provide access to preferred seating, when requested. ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. ● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. ● Propose interest-based extension activities and opportunities for extra credit.

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	● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)							
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*	X	LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Standards in Action: *Climate Change*

	Standards in Action: *Climate Change*		Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Disciplinary Concepts:* Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.

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	Performance Expectation/s:	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.	