



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts COURSE Acting & Directing, Grade 8
Curriculum Development Timeline

School: Ocean Township Intermediate School

Course: Acting & Directing, Grade 8

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2020	Valerie Sorce	New Course
August 2022	Derek Tranchina	Incorporate State Mandates
August 2024	Erin Leahy	Updated to include New State Mandates

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Township Of Ocean Pacing Guide	
Week	Marking Period 1
1	Unit 1: Ensemble Building and Stage Direction
2	Unit 1: Ensemble Building and Stage Direction
3	Unit 2: Improvisation
4	Unit 2: Improvisation
5	Unit 3: Scene Study
6	Unit 3: Scene Study
7	Unit 3: Scene Study
8	Unit 3: Scene Study
9	Unit 4: Monologues
10	Unit 4: Monologues
Week	Marking Period 2
11	Unit 4: Monologues
12	Unit 4: Monologues
13	Unit 5: Acting and Directing: One Act Play
14	Unit 5: Acting and Directing: One Act Play
15	Unit 5: Acting and Directing: One Act Play
16	Unit 5: Acting and Directing: One Act Play
17	Unit 5: Acting and Directing: One Act Play
18	Unit 5: Acting and Directing: One Act Play
19	Apply and review units 1, 2, 3, 4

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20	Apply and review units 1, 2, 3, 4
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Climate Change: Units 2, 3, 4, 5

Core Instructional & Supplemental Materials including various levels of Texts
Teacher created materials, teacher curated print and multimedia resources to support curriculum: i.e. monologues, scripts, and model performances. <u>Theatre Games for the Classroom: A Teacher's Handbook</u> by Viola Spolin <u>Introduction to Theatre Arts</u> (A 36 week Handbook) by Suzi Zimmerman <u>Drama Games and Improvs: Games for the Classroom and Beyond</u> by Justine Jones & Mary Ann Kelley <u>Improv Ideas: Games and Lists for the Drama Classroom and Beyond</u> by Justine Jones & Mary Ann Kelley

Time Frame	2 weeks, ongoing
Topic	
Unit 1: Ensemble Building and Stage Direction	
Alignment to 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.	

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- 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.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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What ways can actors overcome stage fright?
- What is an ensemble?
- How do actors move their bodies on stage?
- How do actors use stage direction?
- What are the benefits from studying creative drama?
- Who are the involved members in the production of a play?
- What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

SWBAT demonstrate understanding of the following:

- Actors overcome stage fright by practicing physical and mental exercises that control breathing to reduce anxiety on stage.

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- Actors are a part of an ensemble.
- Actors move around the space using blocking and concentration.
- Actors use stage direction through stage terminology, stage positions, and abbreviations used for script notations to help the actor move systematically on stage.
- Studying creative drama helps one to be observant, use their imagination, have a soft focus, foster public speaking, and build confidence.
- Some of the involved members in the production of a play include, but are not limited to: the actors, producer, director, costume designer, scene designer, stage manager, lighting and sound designer.
- Theatre artists rely on intuition, curiosity and critical inquiry.

Learning Activities.

Students will:

- participate in team and trust building exercises and develop confidence.
- develop focus and concentration skills.
- use breathing and stage voice exercises.
- identify areas of a stage.
- use basic stage terminology.
- follow class procedures and expectations; work as a team and build a soft focus and concentration skills.
- use a stage voice; articulation, diction, and projection.
- use storytelling techniques.
- participate in ensemble building activities.
- determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.

Assessments

Formative:

- Quizzes
- Do Nows
- Discussion
- Scenes
- Peer feedback
- Critique

Summative:

- Objective test
- Final performances
- Self assessment and reflection

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- Audience Etiquette

Benchmark:

- Objective Test
- Monologue

Alternative:

- Portfolio

Interdisciplinary Connections

RI.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SL.PE.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies, and Key Skills

Through the participating in group assignments/projects, discussions across a variety of contexts and through the process of responding to performances, students work toward mastery of of 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally and 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will select and evaluate the media platform which best suits their project needs.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating

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- collaboration, and to connect their learning to real world problems and events.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- Students will use FlipGrid or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and extend their learning to real life problems and events.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will use Google Slides, Google Sites, Youtube, Flipgrid, Screencastify, and a movie making software (Adobe Clip, iMovie, etc.) in order to synthesize and present information, reflect on learning progress, investigate topics, extend learning and apply skills to new content. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during small group and whole class activities and projects.

CRP2. Students will apply appropriate academic and technical skills related to theater arts and language arts.

CRP4. Students will communicate clearly and effectively and with reason during small group and whole class discussion as well during presentations and performances.

CRP6. Students will demonstrate creativity and innovation.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Students will demonstrate integrity, ethical leadership and effective management.

CRP11. Students will use technology to enhance productivity.

CRP12. Students will work productively in teams while using cultural global competences, such as recognizing differing perspectives and communicating a position.

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Time Frame	2 Weeks, ongoing
Topic	
Unit 2: Improvisation	
Alignment to 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.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.	

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- 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the meaning, purpose, and benefits of improvisation?
- What is an improvisational performance in theatre?
- What are the rules of improvisation?

SWBAT demonstrate understanding of the following:

- The meaning, purpose, and benefits of improvisation are that one will learn to react spontaneously and become more aware of one's space through observation, a heightened concentration, and imagination.
- An improvisational performance in theatre is when performers come together and work as an ensemble to develop and present a scene that has a beginning, middle, and end.
- In an improvisation performance, actors will perform without a script and learn to "go with the flow". By doing this, actors will accept and give offers to the other performers on stage. They will practice, "yes, and..." to continue the improvisation.

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Learning Activities.

Students will:

- Participate and engage in various planned Improvisations.
- Participate and engage in the improvisational activity "Freeze and Justify."
- Participate and engage in the improvisational activity "Gibberish."
- Participate and engage in the improvisational activity "Taxi."
- Participate and engage in the improvisational activity "First Line."
- Participate and engage in the improvisational activity "Bus Stop."
- Participate and engage in various exercises from Viola Spolin's: Theatre Games for the Classroom: A Teacher's Handbook, Drama Games and Improvs: Games for the Classroom and Beyond by Justine Jones & Mary Ann Kelley, Improv Ideas: Games and Lists for the Drama Classroom and Beyond by Justine Jones & Mary Ann Kelley
- demonstrate appropriate performance behavior as a participant and/or listener.
- exhibit respect for the contributions of self and others in a theatre performance.
- participate in various Improv's and warm up exercises.
- present Improv scenes that have a clear beginning, middle, and end.
- define and present Improv scenes with a character and objective in mind.
- practice appropriate audience manners.

Assessments

Formative:

- Quizzes
- Do Nows
- Discussion
- Scenes
- Peer feedback
- Critique

Summative:

- Objective test
- Final performances
- Self assessment and reflection
- Audience Etiquette

Benchmark:

- Objective Test
- Monologue

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Alternative:

- Portfolio

Interdisciplinary Connections

RI.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies, and Key Skills

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Technology Integration

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- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

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- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
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 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will use Google Slides, Google Sites, Youtube, Flipgrid, Screencastify, and a movie making software (Adobe Clip, iMovie, etc.) in order to synthesize and present information, reflect on learning progress, investigate topics, extend learning and apply skills to new content. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during small group and whole class activities and projects.

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CRP9. Students demonstrate integrity, ethical leadership and effective management.

CRP11. Students will use technology to enhance productivity.

CRP12. Students will work productively in teams while using cultural global competences, such as recognizing differing perspectives and communicating a position.

Time Frame	4 weeks, ongoing
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Topic
Unit 3: Scene Study
Alignment to 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.

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- 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the point of creating drama?
- What is proper audience etiquette?
- What is the purpose of critiquing a scene?
- What does it mean to develop a character's internal and external personal skills in theatre?
- What is characterization?
- What is blocking?
- What is directing?
- How do theatre artists transform and edit their initial ideas?
- How do theatre artists fully prepare a performance or design?
- How do theatre artists use tools and techniques to communicate ideas and feelings?
- What happens when theatre artists and audiences share creative experiences?

SWBAT demonstrate understanding of the following:

- The point of creating drama is to foster meaning and evoke an emotional response from the people who view it, as well, as those who perform it.

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- Proper audience etiquette or being a “good audience member” is one who listens attentively, applauding when appropriate, and showing respect for the performers on stage.
- The purpose of critiquing a scene is the critical process of observing, analyzing, interpreting, and evaluating the actor’s level of success at being effective at portraying the content of the scene.
- When developing a character’s personal skills, one expressively uses the body and voice, develops sensory awareness, and personal creativity.
- Blocking is when the director or actor gives the scene stage usage and movement that compliments the character’s motives and is visually appealing.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists develop personal processes and skills for a performance or design.
- Theatre artists make choices to convey meaning.
- Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.

Learning Activities.

Students will:

- choose or write a short scene as a duet. The piece can be a dramatic or humorous interpretation of literature.
- memorize the scene and block movement of the play.
- record individual blocking in script.
- memorize assigned lines and cues.
- rehearse daily and perform the scene in front of the class.
- demonstrate acting skills through believability, eye contact both independently (monologue) or with a partner (duet) through rehearsing and presenting a short scene in front of an audience.
- demonstrate acting skills by using movements and gestures and facial expressions.
- demonstrate acting skills by using vocal projection, diction, inflection, and articulation.
- Demonstrate the use of gestures to help bring the scene to life.
- demonstrate acting skills by portraying a character other than themselves.
- maintain concentration on an imaginary situation by staying in character.
- work collaboratively to analyze a short scene and/or script.
- demonstrate basic stage positions, movement, and stage business in a presentation.
- demonstrate appropriate performance behavior as a participant and/or listener.
- exhibit respect for the contributions of self and others in a theatre performance.

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- demonstrate appropriate audience behavior for the context and style of theatre performed.

Assessments

Formative:

- Quizzes
- Do Nows
- Discussion
- Scenes
- Peer feedback
- Critique

Summative:

- Objective test
- Final performances
- Self assessment and reflection
- Audience Etiquette

Benchmark:

- Objective test
- Monologues

Alternative:

- Portfolios

Interdisciplinary Connections

RI.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SL.PE.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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Career Readiness, Life Literacies, and Key Skills

Through the participating in group assignments/projects, discussions across a variety of contexts and through the process of responding to performances, students work toward mastery of of 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally,

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CRP2. Students will apply appropriate academic and technical skills related to theater arts and language arts.
CRP4. Students will communicate clearly and effectively and with reason during small group and whole class discussion as well during presentations and performances.
CRP6. Students will demonstrate creativity and innovation.
CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Students will demonstrate integrity, ethical leadership and effective management.
CRP11. Students will use technology to enhance productivity.
CRP12. Students will work productively in teams while using cultural global competences, such as recognizing differing perspectives and communicating a position.

Time Frame	4 weeks, ongoing
Topic	
Unit 4: Monologue Study	
Alignment to 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.	

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- 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the point of creating drama?
- What is proper audience etiquette?

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- What is the purpose of critiquing a monologue?
- What does it mean to develop a character's internal and external personal skills in theatre?
- What is characterization?
- How is a monologue used for auditioning?
- What is directing?

SWBAT demonstrate understanding of the following:

- The point of creating drama is to foster meaning and evoke an emotional response from the people who view it, as well, as those who perform it.
- Proper audience etiquette or being a "good audience member" is one who listens attentively, applauding when appropriate, and showing respect for the performers on stage.
- The purpose of critiquing a monologue is the critical process of observing, analyzing, interpreting, and evaluating the actor's level of success at being effective at portraying the content of the piece.
- When developing a character's personal skills, one expressively uses the body and voice, develops sensory awareness, and personal creativity.
- Monologues are used to show the casting director the actor's ability to portray various characters.

Learning Activities.

Students will:

- Choose a short monologue. The piece can be a dramatic or humorous interpretation of literature.
- memorize the monologue and block the movement of the script.
- record individual blocking in script.
- memorize assigned lines and cues.
- rehearse daily and perform the monologue in front of the class.
- demonstrate acting skills through believability, eye contact both independently through rehearsing and presenting a short piece in front of an audience.
- demonstrate acting skills by using movements and gestures and facial expressions.
- demonstrate acting skills by using vocal projection, diction, inflection, and articulation.
- Demonstrate the use of gestures to help bring the piece to life.
- demonstrate acting skills by portraying a character other than themselves.
- maintain concentration on an imaginary situation by staying in character.
- work collaboratively to analyze a script.
- demonstrate basic stage positions, movement, and stage business in a presentation.

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- demonstrate appropriate performance behavior as a participant and/or listener.
- exhibit respect for the contributions of self and others in a theatre performance.
- demonstrate appropriate audience behavior for the context and style of theatre performed.

Assessments

Formative:

- Quizzes
- Do Nows
- Discussion
- Monologues
- Peer feedback
- Critique

Summative:

- Objective test
- Final performances
- Self assessment and reflection
- Audience Etiquette

Benchmark:

- Objective test
- Monologues

Alternative:

- Portfolios

Interdisciplinary Connections

RI.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

SL.PE.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies, and Key Skills

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Through the participating in group assignments/projects, discussions across a variety of contexts and through the process of responding to performances, students work toward mastery of 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally and 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology Integration

- Students will use Google Classroom to collaborate on solving a problem, creating a product, or to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and extend their learning to real life problems and events.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will use Google Slides, Google Sites, Youtube, Flipgrid, Screencastify, and a movie making software (Adobe Clip, iMovie, etc.) in order to synthesize and present information, reflect on learning progress, investigate topics, extend learning and apply skills to new content. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

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Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during small group and whole class activities and projects.
CRP2. Students will apply appropriate academic and technical skills related to theater arts and language arts.
CRP4. Students will communicate clearly and effectively and with reason during small group and whole class discussion as well during presentations and performances.
CRP6. Students will demonstrate creativity and innovation.
CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Students will demonstrate integrity, ethical leadership and effective management.
CRP11. Students will use technology to enhance productivity.
CRP12. Students will work productively in teams while using cultural global competences, such as recognizing differing perspectives and communicating a position.

Time Frame	6 weeks, ongoing
Topic	
Unit 5: Acting and Directing: One Act	
Alignment to 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 an devised or scripted theatre performance.	

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- 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.
- Anchor Standard 9: Applying criteria to evaluate products.
- 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.

Learning Objectives and Activities

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SWBAT answer the following questions:

- What is the point of creating drama?
- What is proper audience etiquette?
- What is the purpose of critiquing a scene?
- What does it mean to develop a character's internal and external personal skills in theatre?
- What is characterization?
- What is blocking?
- What is directing?

SWBAT demonstrate understanding of the following:

- The point of creating drama is to foster meaning and evoke an emotional response from the people who view it, as well, as those who perform it.
- Proper audience etiquette or being a "good audience member" is one who listens attentively, applauding when appropriate, and showing respect for the performers on stage.
- The purpose of critiquing a scene is the critical process of observing, analyzing, interpreting, and evaluating the actor's level of success at being effective at portraying the content of the scene.
- When developing a character's personal skills, one expressively uses the body and voice, develops sensory awareness, and personal creativity.
- Blocking is when the director or actor gives the scene stage usage and movement that compliments the character's motives and is visually appealing.
- Directing a One Act involves giving a story and written text a visual setting that comes alive. A Director gives the actor blocking, and creates a space for an actor(s) to move around.

Learning Activities.

Students will:

- Decide on a One Act Play that is written by a student or published. The piece can be a dramatic or humorous interpretation of literature or storytelling.
- have the option to write their own short scene or One Act Play.
- collaborate with other students on revisions if they wrote their own work.
- memorize the scene and block movement of the play.
- record individual blocking in script.
- memorize assigned lines and cues.
- rehearse daily and perform the scene in front of the class.
- demonstrate acting skills through believability, eye contact with the other actors on stage, as part of an ensemble (Scene Work or One Act) through rehearsing and presenting a short scene or One Act in front of an audience.

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- demonstrate acting skills by using movements and gestures and facial expressions.
- demonstrate acting skills by using vocal projection, diction, inflection, and articulation.
- demonstrate acting skills by portraying a character other than themselves.
- maintain concentration on an imaginary situation by staying in character.
- work collaboratively to analyze a script being a short scene or play.
- demonstrate basic stage positions, movement, and stage actions in a presentation.
- demonstrate directing skills by using blocking, props, and set design.
- demonstrate appropriate performance behavior as a participant and/or listener.
- exhibit respect for the contributions of self and others in a theatre performance.
- demonstrate appropriate audience behavior for the context and style of theatre performed.

Assessments

Formative:

- Quizzes
- Do Nows
- Discussions
- Scenes
- Monologues
- One Acts
- Peer feedback
- Critique

Summative:

- Objective test
- Final performances
- Self assessment and reflection
- Audience Etiquette

Benchmark:

- Objective test
- Monologues

Alternative:

- Portfolios

Interdisciplinary Connections

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RI.CI.8.2 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

MS-ESS3-4 Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

Career Readiness, Life Literacies, and Key Skills

Through the participating in group assignments/projects, discussions across a variety of contexts and through the process of responding to performances, students work toward mastery of of 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally and 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology Integration

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- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

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- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and extend their learning to real life problems and events.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- Students will use Google Slides, Google Sites, Youtube, Flipgrid, Screencastify, and a movie making software (Adobe Clip, iMovie, etc.) in order to synthesize and present information, reflect on learning progress, investigate topics, extend learning and apply skills to new content. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during small group and whole class activities and projects.

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CRP4. Students will communicate clearly and effectively and with reason during small group and whole class discussion as well during presentations and performances.

CRP6. Students will demonstrate creativity and innovation.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Students demonstrate integrity, ethical leadership and effective management.

CRP11. Students will use technology to enhance productivity.

CRP12. Students will work productively in teams while using cultural global competences, such as recognizing differing perspectives and communicating a position.

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment

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- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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