



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

INTRODUCTION TO THEATER ARTS

Grades 11 - 12

2.5 credits

ABSTRACT

This half-year course is designed to introduce students to the world of theater, performance, and global concerns. Students will participate in exercises and theater games to build self-esteem, trust, and empathy. With focus on bodily and oral communication and interpretation, the course will provide students with a strong foundation for the college or professional theater experience. Throughout the course extensive stage terminology, vocal production, philosophies of creating character, and varied script writings and readings will be examined. This course focuses on improvisational training, interpretation skills, critical evaluations, and a variety of performances. By developing stronger observation/listening skills, learning to accept corrective criticism, and fostering a compassion for others and the world around them, a student will be better prepared for the road ahead of him in college or the workforce. Students will also gain practical experience by working on the high school musical in a variety of positions such as acting, publicity, lighting, sound, stage design/construction, scenery, or costuming. Toward the end of the course, students will attend the Bergen County Teen Arts Festival where students may perform dance routines, musical numbers, and/or acting scenes and/or participate in a variety of self-selected workshops. Throughout the course, students will examine and participate in readings about climate change, create scenarios addressing the global concerns, and recognize their responsibility in maintaining an awareness and concern for our planet (the theories of effective characterization, as well as the attributes of tragedy and comedy through varied readings, philosophies, and practice). Students will be encouraged to advocate for a survivable future through both written and oral expression.

UNIT #: <i>Unit Title</i>	Unit 1: <i>Acting Fundamentals</i>	Unit 2: <i>The Actor's Role</i>	Unit 3: <i>Bringing the Scene to Stage</i>
Number of Days	30 days	30 days	30 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	Visual and Performing Arts 1.4.12prof.Cr1c 1.4.12acc.Cr1c 1.4.12adv.Cr1c 1.4.12prof.Cr2a 1.4.12acc.Cr2a 1.4.12adv.Cr2a 1.4.12prof.Pr4a 1.4.12acc.Pr4a 1.4.12adv.Pr4a 1.4.12prof.Re8a 1.4.12acc.Re8a 1.4.12adv.Re8a 1.4.12prof.Re8c 1.4.12acc.Re8c 1.4.12adv.Re8c 1.4.12prof.Re9c 1.4.12acc.Re9c 1.4.12adv.Re9c 1.4.12prof.Cn10a	Visual and Performing Arts 1.4.12prof.Cr1a-c 1.4.12acc.Cr1a-c 1.4.12adv.Cr1a-c 1.4.12prof.Cr2a-b 1.4.12acc.Cr2a-b 1.4.12adv.Cr2a-b 1.4.12prof.Cr3a-c 1.4.12acc.Cr3a-c 1.4.12adv.Cr3a-c 1.4.12prof.Pr5a-b 1.4.12acc.Pr5a-b 1.4.12adv.Pr5a-b 1.4.12prof.Re8a 1.4.12acc.Re8a 1.4.12adv.Re8a 1.4.12prof.Re8c 1.4.12acc.Re8c 1.4.12adv.Re8c 1.4.12prof.Re9b	Visual and Performing Arts 1.4.12prof.Cr1a-b 1.4.12acc.Cr1a-b 1.4.12adv.Cr1a-b 1.4.12prof.Pr4b 1.4.12acc.Pr4b 1.4.12adv.Pr4b 1.4.12prof.Pr6a 1.4.12acc.Pr6a 1.4.12adv.Pr6a 1.4.12prof.Re7a-b 1.4.12acc.Re7a-b 1.4.12adv.Re7a-b 1.4.12prof.Re8a-c 1.4.12acc.Re8a-c 1.4.12adv.Re8a-c 1.4.12prof.Re9a 1.4.12acc.Re9a 1.4.12adv.Re9a 1.4.12prof.Cn10a

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Aligned to NJSLS 2020

	1.4.12acc.Cn10a 1.4.12adv.Cn10a English Language Arts SL 11-12.1 SL.11-12.2 L.11-12.1 L.11-12.2 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.2.12.CAP.3 9.2.12.CAP.5 9.4.12.CI.1-2 9.4.12.DC.6-7 9.4.12.GCA.1	1.4.12acc.Re9b 1.4.12adv.Re9b 1.4.12prof.Cn10a 1.4.12acc.Cn10a 1.4.12adv.Cn10a 1.4.12prof.Cn11a-b 1.4.12acc.Cn11a-b 1.4.12adv.Cn11a-b English Language Arts RL.11-12.5 L.11-12.2 RI 11-12.10 RI.11-12.7 SL 11-12.1 L.11-12.1 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1-2 9.4.12.DC.6-7 9.4.12.IML.8-9 9.4.12.TL.3	1.4.12acc.Cn10a 1.4.12adv.Cn10a 1.4.12prof.Cn11a-b 1.4.12acc.Cn11a-b 1.4.12adv.Cn11a-b Media Arts 1.2.12prof.Pr4a 1.2.12acc.Pr4a 1.2.12adv.Pr4a 1.2.12prof.Pr5c 1.2.12acc.Pr5c 1.2.12adv.Pr5c 1.2.12prof.Pr6a 1.2.12acc.Pr6a 1.2.12adv.Pr6a English Language Arts RL.11-12.5 L.11-12.2 RI 11-12.10 RI.11-12.7 SL 11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.6 Technology 8.1.12.A.3
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ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	<ul style="list-style-type: none"> ● nonverbal communication may be interpreted incorrectly; we must take time to understand another's culture's body language and gestures. ● a person's nonverbal behavior can reveal more about a person than his / her verbal behavior. ● acting is not just spontaneous or extemporaneous self-expression. ● communicating and cooperating with others is essential to success in 	<ul style="list-style-type: none"> ● aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. ● the point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ● listening is of equal importance to talking in interpersonal communication. ● great acting involves our development and use of technical skills, knowledge, and self-discipline. 	<ul style="list-style-type: none"> ● role playing develops the body, mind, and voice as a creative instrument. ● improvisation is a helpful tool in seeing the world through another's eyes. ● theater artists share and present stories, ideas, and envisioned worlds to explore the human experience. ● actors refine their work and perfect their craft through rehearsal. ● role playing in dramatic arts can function as a catalyst for learning about self, others, and the world.

	<p>school, community, and transitional settings.</p> <ul style="list-style-type: none"> ● creating fosters artistic appreciation, interpretation, imagination, significance and value. ● a person's speech reveals his/her background, education, and personality. 		
<p>ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i></p>	<ul style="list-style-type: none"> ● What is communication? ● How do we use body language to communicate? ● How and what can we communicate through the language of dance? In what ways can motion evoke emotion? ● Why is acting more than just spontaneous self-expression? ● How does craft and technical expertise enhance our ability to act and perform? ● How does studying theatre expand a student's ability to understand others 	<ul style="list-style-type: none"> ● How is theater participation or viewing therapeutic? ● How can theater broaden, manipulate or change the perspective of the viewer? ● How can participants and observers connect their theatrical understanding to other learning experiences and the world at large? ● How are voice and movement used to develop a role? ● What roles do people play within teams that lead to success? 	<ul style="list-style-type: none"> ● Why does great acting involve our use of technical skills and knowledge? ● How can writing a script help an actor understand himself/herself and others? ● How are voice and movement used to develop a role? ● How can playwriting a short conflict scene help one understand the ability to make different choices in problems in their own lives? ● Why is it necessary to understand a character's motive? ● Why is it important to create a personality and background for a character?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS:

(Through what authentic performance tasks will students demonstrate the desired understandings?)

(By what criteria will performances of understanding be judged?)

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| <ul style="list-style-type: none"> • Vocal exercises • Vocal charts • Relaxation techniques • Pantomime • Theater games • Tongue twisters • Improvisation • Reflection journal • Performance of pantomime and oral readings • Assistance with HS musical • Discussion groups • Career exploration | <ul style="list-style-type: none"> • Memorization • Character Analysis • Rehearse • Perform • Peer Assessment • Improvisation • Scene work • Theater games • Technical duties • Discussion groups • Reflection journal • Problem solving • Assistance with HS musical | <ul style="list-style-type: none"> • Scene study • Playwriting • Improvisation conflict resolution • Theater games to develop spontaneity.creativity • Character Concentration • Script and Monolog analysis • Sense recall exercises • Reflection journal • Resume writing • Cold readings • Audition technique • Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a |
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			solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	<ul style="list-style-type: none"> • Quizzes • Performance Assessment • Journal Writings and Discussions • Graphic Organizers • Self-Critique/Evaluation • Performance Rubric • Career Interest • Discussion and Interpretation of a Variety of Dance Modes • Choose an African American performer (actor, dancer, singer, etc) and create a presentation biography and evaluate contributions to the arts for Black History Month. 	<ul style="list-style-type: none"> • Scene/monolog script scoring • Self-Evaluation of all Aspects of Performance • Character Biography • Terminology Charts • Conflict Resolution • Observation of Audience Etiquette • Trust Exercises 	<ul style="list-style-type: none"> • Theater Vocabulary Terms • Creation of a One Act Play • Performance and Evaluation of Scenes • Script Scoring a Dramatic • Mock Resume • Reflection of Growth • Rapid Fire Theater Games
RESOURCES:	<ul style="list-style-type: none"> • <i>The Stage and the School</i> Textbook • <i>A Raisin in the Sun</i> by Lorraine Hansberry or comparable text • <i>Theater - Art in Action</i> Textbook • You tube video clips 	<ul style="list-style-type: none"> • <i>The Stage and School</i> Textbook • Script for musical production (varies year to year) • Select monolog (e.g. selections from <i>Richard III</i>, <i>Henry V</i> by William Shakespeare) 	<ul style="list-style-type: none"> • <i>The Stage and the School</i> Textbook • “Whose Line is it Anyway?” • <i>Twelfth Night</i> by William Shakespeare or a play of student choice. • <i>Shout about Movies</i> game • https://www.dramanotebook.com/

	<ul style="list-style-type: none"> • “So You Think You Can Dance” • “World of Dance” • Drama Notebook • Chromebooks • Digital Whiteboard • Projector • Recording Devices 	<ul style="list-style-type: none"> • Theater in Action Textbook • Audition pieces • http://www.one-act-plays.com/ • http://one-act-plays.com/co-me • http://www.whysanity.net/monos/ • Drama Notebook • Chromebooks • Digital Whiteboard • Projector • Recording Devices 	<ul style="list-style-type: none"> • Online Career Tests • Drama Notebook • Chromebooks • Digital Whiteboard • Projector • Recording Devices • Auditorium and props access
<p style="text-align: center;">STAGE 3: LEARNING PLAN</p> <p style="text-align: center;"><i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i></p>			
<p>SKILLS AND TOPICS:</p> <p><i>(What specific activities will students do and what skills will students know as a result of the unit?)</i></p>	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • mirror and model rehearsal partners. • choreograph and perform a lip sync routine. • view and critique theatrical performance. • perform varied pantomimes • write updated, contemporary morals w/scene work • write and recite tongue twisters. • create solutions to contemporary problems. 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • identify the character's objective. • apply script analysis techniques. • create a biography for character. • work independently with a partner or group. • develop self-awareness and confidence. • memorize lines. • rehearse independently. • present scene. • create distinct characters in an improvised scene. 	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • play varied theater games Sit, stand, lie Questions Props • write a character biography. • choose, script score, and memorize monologue. • group practice of sense recall. • practice scenes and blocking. • complete career tests to assist with career direction. • record and present a digital performance for an identified audience

	<ul style="list-style-type: none"> ● examine and analyze dance as nonverbal theater. ● play a circle game “I really like...” 	<ul style="list-style-type: none"> ● discover the important elements of the play that impact character. ● explore the three major dramatic forms and learn how to create a dramatic character. ● examine the different types of comedy and learn how to create a comic character. ● choose One Acts appropriate for High School Audience. ● assume the director’s duties. 	
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	CROSS CURRICULAR English SL.11-12.2, W.11-12.4 <ul style="list-style-type: none"> ● Scene writing ● Create improvisations in varied disciplines ● Explore career interests and relate drama to subjects of interest Science HS-PS4-4 <ul style="list-style-type: none"> ● Practice peripheral vision through Mirrors game ● Create imaginary space and weight through pantomimes/Sound and Movement 	CROSS CURRICULAR English SL.11-12.2, W.11-12.4 <ul style="list-style-type: none"> ● Write a character biography ● Analyze scripts and monologues ● Explore characterization ● Write emotive monolog/scene Math G-MG.A.3 <ul style="list-style-type: none"> ● Measure and evaluate skills needed for set construction ● Create and evaluate budgetary concerns 	CROSS CURRICULAR English SL.11-12.2, W.11-12.4 <ul style="list-style-type: none"> ● Write a one-act play ● Examine motives character objectives ● Utilize specific word choice to create character and emotion ● Utilize standard English and dialectal speech ● Implement dramatic elements ● Write a resume Science HS-ESS3-6 <ul style="list-style-type: none"> ● Create scenes and conduct discussions that deal with

	<p>History 6.2.12.C.4.d, 6.2.12.D.5.c</p> <ul style="list-style-type: none"> Review beginning of time where no communication existed Examine politicians throughout history and point out signature gestures <p>Physical Education 2.5.12.A.3-4</p> <ul style="list-style-type: none"> Dance exposure and routine practice of bodily movement Utilize math and art skills for set assistance Theater games <p><u>Differentiation:</u> ELL</p> <ul style="list-style-type: none"> Non-verbal performance Pantomime Mirrors game Lip synch Sound and Movement Vocal exercises Articulation Practices Develop empathy for ELL <p>AT RISK</p> <ul style="list-style-type: none"> Get to know students and parents 	<p><u>Differentiation:</u> ELL</p> <ul style="list-style-type: none"> Monologue may be performed in native language Scene work may be limited English Theater games not requiring English Gibberish Character/place pantomime Trust exercise Alphabet Machines Bilingual flashcards <p>AT RISK</p> <ul style="list-style-type: none"> Offer “venting” mini-writing assignments Trust Exercises Blindfold Trust Fall Provide multisensory Instruction Assign a peer for support <p>SPECIAL ED./504</p> <ul style="list-style-type: none"> Reduce memorization requirement Select a series of independent monolog choices 	<p>health concerns and global issues</p> <p><u>Differentiation:</u> ELL</p> <ul style="list-style-type: none"> Consider efforts and growth Assume smaller roles Allow abbreviated writing Fill in the blank vocabulary practice with word bank Generate word lists with translation <p>AT RISK</p> <ul style="list-style-type: none"> Waiver deadlines/adjust due dates Assist with printing concerns Provide template and organizers for writing assignments Offer in class time to provide a conducive environment for productivity Provide necessary materials Schedule private appointments for testing or performance to reduce stress <p>SPECIAL ED./504</p> <ul style="list-style-type: none"> Provide organizational supplies
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	<ul style="list-style-type: none"> • Celebrate efforts • Develop self-esteem • Offer a reward system • Independent choice board • Create a goal and expectation chart <p>SPECIAL ED./504</p> <ul style="list-style-type: none"> • Modify rubric • Provide vocabulary chart • Consider and apply seating restrictions • Maintain close contact with parent <p>G&T</p> <ul style="list-style-type: none"> • Increase difficulty and expectations • Pair with strong individuals • Pair as coach and director of weaker students 	<ul style="list-style-type: none"> • Provide additional time for assignments <p>G&T</p> <ul style="list-style-type: none"> • Develop a growth mindset • Write original monolog/scene • Require student submit a one act or full length play for the Playwriting Competition 	<ul style="list-style-type: none"> • Praise good behavior • Offer a chance to retake test or make corrections for partial credit • Allow versatility for in class work (isolation, peer partnering, listening to music) • Text to speech technology • Utilize spell check feature and proofreading online programs (grammarly.com) for written work • Preferential seating to avoid distraction • Modify assignments and rubrics • Extend time when needed <p>G&T</p> <ul style="list-style-type: none"> • Extension activities <ul style="list-style-type: none"> ○ Modernize a fairy tale ○ Resolve a modern day problem ○ Write a movie critique • Participate in the direction of other students' scenes • Invent and complete offspring projects
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*WHERE TO

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W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.