

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Acting I & the Theatre Curriculum

Grades 9-12



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

NEPTUNE TOWNSHIP BOARD OF EDUCATION

Chanta L. Jackson, President

Donna Puryear, Vice President

Dorothea L. Fernandez

Dianna A. Harris

Fabian Howe

Jerome M. Hubbard

Sheila B. Jones

Jessie Thompson

William S. Wells

Liza Flynn, Bradley Beach Rep

Drisana Lashley, Neptune City Rep

SCHOOL DISTRICT ADMINISTRATION

Tami R. Crader, Ed.D.

Superintendent of Schools

Matthew Gristina, Ed.D.

Assistant Superintendent of Schools

Peter J. Leonard

Business Administrator/Board Secretary

Peter I. Bartlett

Assistant Business Administrator/Assistant Board Secretary

Sally A. Millaway, Ed.D.

Director for Curriculum, Instruction & Assessment

Kathleen M. Skelton

Director of Special Services

Omar Beltran

Director of School Counseling and Social Emotional Support Services

Lakeda Demery-Alston

Supervisor of Humanities & ESL

Stacie Ferrara, Ed.D.

Supervisor of STEM

Charles Kolinofsky

Supervisor of Data & Information

Kathleen M. Thomsen

Supervisor of Early Childhood Education

ELEMENTARY SCHOOL ADMINISTRATION

Principals

Lori B. Burns, Ed.D., Early Childhood Center
Joshua Loveland, Gables
James M. Nulle, Green Grove
Mark K. Alfone, Ed.D., Midtown Community
Janelle Opoku, Shark River Hills
Jerard L. Terrell, Ed.D., Summerfield

MIDDLE SCHOOL ADMINISTRATION

Arlene M. Rogo, Ed.D., Principal
Thomas Decker, Vice Principal

HIGH SCHOOL ADMINISTRATION

Kevin McCarthy, Principal
Titania M. Hawkins, Ed.D., Vice Principal
James H. Whitson, Vice Principal
Richard Arnao, Administrator for Athletic & Co-Curricular Activities
Adrian Bennett, Supervisor of Counseling

DEPARTMENT CHAIRPERSONS

Kelly Baldino
Dolores Dalelio
Meghan Plevier, Ed.D.
Dawn Reinhardt
Nicole Sanyigo
Karen J. Watt

NEPTUNE TOWNSHIP SCHOOL DISTRICT

ACTING I & THE THEATRE CURRICULUM

Table of Contents

Acknowledgements	<i>i</i>
District Mission Statement	<i>ii</i>
District Educational Outcome Goals	<i>iii</i>
Course Description	<i>iv</i>

Curriculum

<u>Unit Title</u>	<u>Page</u>
Pacing Guide	1
Integrated Social and Emotional Learning Competencies	2
Unit 1: The Actor's Instrument & Theater Exercises	3
Unit 2: Monologue Preparation & Performance	11
Unit 3: Student Created Theater	20
Unit 4: Scene Work Performance	29
Accommodations and Modifications	37

ACTING I & THE THEATRE

Acknowledgements

The Acting I & The Theatre Curriculum guide was developed for Neptune High School through the efforts of Mrs. Kara Scaramazza, Neptune High School Theatre Teacher, with the guidance of the district's curriculum steering committee members including Karen J. Watt, Department Chairperson for Visual and Performing Arts and World Languages and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

Mrs. Scaramazza is to be commended for developing a performing arts course that promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success. The Acting I & The Theater Curriculum guide was written in alignment to the New Jersey Student Learning Standards for Visual and Performing Arts (2020) and the National Core Arts Standards (2014). It is our hope that this guide will serve as a valuable resource for the staff members who teach this course and that they will feel free to make recommendations for its continued improvement. It is also our hope that this guide will support and advance the Arts in our school district.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation for our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Neptune Township School District
Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

ACTING I & THE THEATRE

COURSE DESCRIPTION

(5 credits)

Acting I & The Theatre focuses on an introduction to stage acting and related theatrical arts. Acting (group, scene, and monologue), performance, improvisation, theater-making, mindfulness, and collaboration will be explored in a relaxed and encouraging environment. Students will learn to examine scripts from a performance perspective, and will be provided with a basic introduction to the history of the theatre. The student actor begins with the basics of acting and advances to more complex techniques used by actors in the profession. Group and individual acting opportunities are provided based on each student's progression, affording the student both acting and directing practice. Periodic assessments are in the form of performances, with accompanying written components. Performance is a major component of this course. Students will be required to memorize and perform selections from scripts.

There are no prerequisites for this course.

Participation in the high school theatre performances is strongly recommended and encouraged.

Pacing Guide

Units	Suggested Timeframe	Topic
1	4-5 Weeks	The Actor's Instrument & Theater Exercises
2	4-5 Weeks	Monologue Preparation & Performance
	1-2 Days	Midterm: Monologue
3	4-5 Weeks	Student Created Theatre
4	4-5 Weeks	Scene Work & Performance
	1-2 Day	Final Exam: Scenework

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES <i>The following social and emotional competencies are integrated in this curriculum document.</i> <i>Additional resources: Arts and Social Emotional Learning Framework: https://selarts.org/</i>	
Self-Awareness	
X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of settings
Responsible Decision Making	
X	Develop, implement and model effective problem solving and critical thinking skills
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Unit 1: The Actor's Instrument & Theater Exercises
Suggested Time Frame	4-5 Weeks

Overview / Rationale

The learner will begin to be able to use their external/internal capabilities to create rudimentary characters with and without a script. They will be able to identify and demonstrate use of the 'actors toolkit' through use of the body, voice, and mind/internal actor. Students will demonstrate their way around various stage types and employ correct acting positions in relation to other actors and the audience. The novice actors will create characterizations through improvisation and specific theatre character/movement exercises.

Stage 1 – Desired Results

Established Goals:

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020):

1.4 Theatre Standards by the End of Grade 12

Performance Expectation: CREATING

Anchor Standard 1: Generating and conceptualizing ideas.

Proficient:

- 1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work.
- 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work.

Accomplished:

- 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
- 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.

Anchor Standard 2: Organizing and developing ideas.

Proficient

- 1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Performance Expectation: PERFORMING

Anchor Standard 4: Selecting, analyzing, and interpreting work

Proficient:

- 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.

Accomplished

- 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theater performance

Performance Expectation: RESPONDING

Anchor Standard 7: Perceiving and analyzing products

Proficient

- 1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions

Anchor Standard 9: Applying criteria to investigate, explore and assess drama and theater work

Proficient

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

National Core Art Standards for Theatre (2014)		
Students who participate in this course will achieve the High School Accomplished Level.		
Artistic Strand: Creating		
<i>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>		
<i>Envision/ Conceptual ize</i>	TH:Cr1.1.II	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

		b. Understand and apply technology to design solutions for drama/theatre work.
		c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
<i>Anchor Standard 2: Organize and develop artistic ideas and work.</i>		
<i>Develop</i>	TH:Cr2.1.II	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
		b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.
<i>Anchor Standard 3: Refine and complete artistic work.</i>		
<i>Rehearse</i>	TH:Cr3.1.II	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
		b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.
		c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
Artistic Strand: Performing		
<i>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i>		
<i>Select</i>	TH:Pr4.1.II	a. Discover how unique choices shape believable and sustainable drama/ theatre work.
		b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.
<i>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i>		
<i>Prepare</i>	TH:Pr5.1.II	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
		b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
<i>Anchor Standard 6: Convey meaning through the presentation of artistic work.</i>		
<i>Share, Present</i>	TH:Pr6.1.II	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.
Artistic Strand: Responding		
<i>Anchor Standard 7: Perceive and analyze artistic work</i>		
<i>Reflect</i>	TH:Re7.1.II	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
<i>Anchor Standard 8: Interpret intent and meaning in artistic work.</i>		

Interpret	TH:Re8.1.II	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
		b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
		c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
Anchor Standard 9: Apply criteria to evaluate artistic work.		
Evaluate	TH:Re9.1.II	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
		b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
		c. Verify how a drama/theatre work communicates for a specific purpose and audience.
Artistic Strand: Connecting		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
Empathize	TH:Cn10.1.II	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
Interrelate	TH:Cn11.1.II	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

Essential Questions: <ul style="list-style-type: none"> • What is the actor's instrument? • What resources are available to the actor? • Why are theatre etiquette/ actor's etiquette essential to the process? • How did theatre begin? • Why is constructive critique critical to performance assessment? • What do acting warm-ups/and exercises 'do' for an actor? • How is improvisation used to improve acting skills? 	Enduring Understandings: <ul style="list-style-type: none"> • The actor's internal/external use of abilities is the core of acting. • The primary rule of improvisation are to always say yes and to accept and advance • Utilization of resources is essential to enhancing a performance. • Commitment to the activity, group, and performance is total. • Offer and acceptance of critique is an essential part of the artistic process. • Exploration is an essential part of artistic discovery.
--	--

Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> • types of stages/areas/acting positions. • how theatre originated. • performance requires dedication and commitment. • how to conduct themselves while on stage or in the audience. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> • demonstrate the ability to move around on various types of stages in various acting positions. • practice warm-up techniques using voice and body. • perform basic movement techniques. • develop rudimentary characterization skills. • identify and utilize acting vocabulary.
---	---

Career Readiness Life Literacies, and Key Skills (2020)

Standard 9.1 Personal Financial Literacy

- 9.1.12.A.3 Analyze the relationship between various careers and personal financial earning goals.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Standard 9.4 Life Literacies and Key Skills

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

Making Connections to Careers

Ask students what they think is involved in these jobs related to performing arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Actor- a person who portrays characters in theater, film, television and other performing arts
- Attorney - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Entertainment Attorney- a person who advises, counsels or advocates for others in the context of legal rights and expectation in the entertainment industry
- Teacher- a person who helps others acquire knowledge
- Professor- a teacher in a college or university
- Orator- a professional public speaker who is eloquent and skilled
- Playwright- a person who writes for the stage
- Director- a person who oversees, orchestrates, and stages an opera, theater, or film production
- Producer- a person who oversees financial and production decisions, generally primary financier of production
- Dramaturg- a dramatist who assists a production team with additional research and resources

Interdisciplinary Connections
<p>New Jersey Student Learning Standards for Visual Arts (2020): Anchor Standard 1- Creating and Conceptualizing Ideas 1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.</p> <p>New Jersey Student Learning Standards for English Language Arts (2016): RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>New Jersey Student Learning Standards for Social Studies (2020): 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>

Computer Science and Design Thinking (2020)
<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.</p> <p>8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</p>

Student Resources
<p>Readings: Scene ‘The Body’ ‘The Actors’ pdf</p> <p>Technology: Chromebook, Youtube</p>
Teacher Resources
<p>Texts: <i>Introduction to Theatre Arts</i> by Suzi Zimmerman</p> <p>Supplemental Workbooks: <i>Theater Games and Beyond</i> by Amiel Schotz and <i>Acting and Theatre</i> by Cheryl Evans and Lucy Smith, <i>Fifty Professional Scenes for Student Actors: A Collection of Short Two Person Scenes</i></p> <p>Technology: Chromebook, Youtube, Monitor System,</p> <p>Videos (Youtube): Dave Chappelle: Cell Phones in Theater / Patti Lupone <i>Good Morning America</i> Clips from productions currently on Broadway (changes yearly)</p> <p>Other Resources: <i>Theater: Art in Action</i> by McGraw-Hill</p>

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p>

- Surveys
- Quizzes
- Cold Reading
- Oral Questioning Techniques

Formative Assessments:

- Journal Entries
- Question & Answer Sessions with individuals and production teams
- Quizzes
- Do now activities
- Critiques

Summative Assessments:

- Department created rubrics
- Department created summative assessments

Performance Task(s):

- Cold Reading
- Scripted Short Scene Performance
- Character analysis

Stage 3- Learning Plan

The teacher will incorporate Practices into learning activities. The theatre practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. Theatre Practices:

- Creating: Imagine, Envision, Plan, Construct, Evaluate, Clarify, Reality
- Performing: Establish, Analyze, Choose, Rehearse, Share
- Responding: Examine, Discern, Critique, Interpret
- Connecting: Incorporate, Affect, Expand

Instructional Strategies:

- Direct Instruction: Lecture, simulations, handouts, film exemplar observation, assigned questions, active practice, tutorials, guided research
- Interactive: Cooperative groups, role playing, brainstorming, open discussion, debate, problem solving, peer critique
- Indirect: Guided, unguided inquiry, discovery, exemplars, Socratic questioning, problem solving, focused imaging, composing.
- Individual: Written reflections, research, rehearsal, practice, scripting, rewriting, self-critique, assigned questions, tasks.
- Experiential: Performance, presentation, constructive critique, self- critique, practice, rehearsal, exemplar observation, composing, task execution experience.

Students will be able to imagine, rehearse, and construct a short non-verbal scene and interpret

other student's scenes.

Students will be able to try a variety of different acting exercises that emphasize utilization of the voice, body, and mind. They will use improvisation and scripted scenes in order to build acting skills. Students will additionally be able to identify the various quadrants of the stage (stage right, stage left, upstage, downstage etc.) and basic acting vocabulary (articulation, inflection, resonance, projection, gesture, posture, physicalization, and Magic If).

Students will also be able to study/observe works by important voices such as: Contemporary Black, Indigenous and/or People of Color playwrights and/or artists such as John Leguizamo, Lin Manuel Miranda

Students will be able to engage in the creation and presentation of a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems).

Suggested Activities for Unit 1- The Actor's Instrument & Theater Exercises:

- Spacial Awareness and Connection Exercises: Zip Zap Zop, Clap-Jump-Say Your Name-Turn Around Game
- Beginner improvisation exercise including: Spelling Bee, Questions, Bus Stop, Weird Newscasters, World's Worst
- Create and perform a warm-up
- Body Isolation exercise
- Read and analyze a except from 'Latin History for Morons' by John Leguizamo
- Cold read, rehearse, and scripted performance "The Body" or "The Actor"

Unit Plan Title	Unit 2: Monologue Preparation and Performance
Suggested Time Frame	4-5 weeks

Overview / Rationale

Students will be able to perform a fully realized monologue. Each student will focus their preparation on understanding and analyzing the character. With their character analysis, each student will perform their character's monologue for the class. The performance is meant to build on the skills learned in Unit 1 including elements of body, voice, and mind/internal actor. Students will also learn about professionalism. Students will rehearse and perform their own performance as well as observe and respond to their peers through a peer critique.

Stage 1 – Desired Results

Established Goals:

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020):

1.4 Theatre Standards by the End of Grade 12

Performance Expectation: CREATING

Anchor Standard 1: Generating and conceptualizing ideas.

Proficient:

- 1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work.
- 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work.

Accomplished:

- 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
- 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.

Anchor Standard 2: Organizing and developing ideas.

Proficient

- 1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Anchor Standard 3: Refining and completing products

Proficient

- 1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.
- 1.4.12prof.Cr3b: Practice devised or scripted theatre work using theatrical staging conventions.

Accomplished

- 1.4.12acc.Cr3a: Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
- 1.4.12acc.Cr3b: Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.

Performance Expectation: PERFORMING

Anchor Standard 4: Selecting, analyzing, and interpreting work

Proficient:

- 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- 1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production.

Accomplished

- 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theater performance

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products

Proficient

- 1.4.12prof.Pr5a: Identify and explore different pacing options per character to better communicate the story in a theatre work.
- 1.4.12prof.Pr5b: Explore and discover character choices using given circumstances in devised or scripted theatre work.

Accomplished

- 1.4.12acc.Pr5a: Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
- 1.4.12acc.Pr5b: Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.

Anchor Standard 6: Conveying meaning through arts

Proficient

- 1.4.12prof.Pr6a: Perform devised or scripted theatre work for a specific audience.

Accomplished

- 1.4.12acc.Pr6a: Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.

Performance Expectation: RESPONDING**Anchor Standard 7: Perceiving and analyzing products**

Proficient

- 1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions

Accomplished

- 1.4.12acc.Re7a: Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
- 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.

Anchor Standard 9: Applying criteria to investigate, explore and assess drama and theater work

Proficient

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

Performance Expectation: CONNECTING**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

Proficient

- 1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient

- 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
- 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

National Core Art Standards for Theatre (2014)		
Students who participate in this course will achieve the High School Accomplished Level.		
Artistic Strand: Creating		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
Envision/ Conceptual ize	TH:Cr1.1.II	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
		b. Understand and apply technology to design solutions for drama/theatre work.
		c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
Anchor Standard 2: Organize and develop artistic ideas and work.		
Develop	TH:Cr2.1.II	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
		b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.
Anchor Standard 3: Refine and complete artistic work.		
Rehearse	TH:Cr3.1.II	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
		b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.
		c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
Artistic Strand: Performing		
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.		
Select	TH:Pr4.1.II	a. Discover how unique choices shape believable and sustainable drama/ theatre work.
		b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.		
Prepare	TH:Pr5.1.II	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
		b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
Anchor Standard 6: Convey meaning through the presentation of artistic work.		
Share, Present	TH:Pr6.1.II	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.

Artistic Strand: Responding		
Anchor Standard 7: Perceive and analyze artistic work		
Reflect	TH:Re7.1.II	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
Anchor Standard 8: Interpret intent and meaning in artistic work.		
Interpret	TH:Re8.1.II	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
		b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
		c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
Anchor Standard 9: Apply criteria to evaluate artistic work.		
Evaluate	TH:Re9.1.II	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
		b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
		c. Verify how a drama/theatre work communicates for a specific purpose and audience.
Artistic Strand: Connecting		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
Empathize	TH:Cn10.1.II	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
Interrelate	TH:Cn11.1.II	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

Essential Questions: <ul style="list-style-type: none"> • What is a monologue? • What is a slate? • Who is Constantin Stanislavski? • What is Stanislavski's 'Magic If'? • How does an actor transition text from page to stage? • How does the actor prepare for a monologue performance? 	Enduring Understandings: <ul style="list-style-type: none"> • A monologue is uninterrupted text generally used in an audition setting. • A slate is an introduction to the monologue 'Hi my name is... and I will be performing a monologue from .. • Constantin Stanislavski is known as the Father of Modern Acting and he is responsible for the Magic If.
---	---

<ul style="list-style-type: none"> How can I critique other students' performance in a critical and beneficial way? 	<ul style="list-style-type: none"> Contemporary acting practitioners have based their methodologies on Stanislavski's Acting Method. Performing a monologue requires time, practice, research, and critique. Offering a positive and a suggestion/challenge is a kind way of offering peer critique.
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> the definition of a monologue & slate. who Constantin Stanislavski is and why he is important to modern day acting. research and rehearsal is essential to forming a realized monologue. how to slate and perform a monologue. how to relieve nerves and handle a performance with professionalism. how to offer peer critique in a kind and critical manner. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> perform a completely memorized monologue. perform a confident and professional slate. identify the impact of Constantin Stanislavski. offer constructive critique to peers. reflect on their own performance.

Career Readiness Life Literacies, and Key Skills (2020)

Standard 9.1 Personal Financial Literacy

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Standard 9.4 Life Literacies and Key Skills

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

Making Connections to Careers

Ask students what they think is involved in these jobs related to performing arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Actor- a person who portrays characters in theater, film, television and other performing arts
- Attorney - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Entertainment Attorney- a person who advises, counsels or advocates for others in the context of legal rights and expectation in the entertainment industry
- Teacher- a person who helps others acquire knowledge
- Professor- a teacher in a college or university
- Orator- a professional public speaker who is eloquent and skilled

- Playwright- a person who writes for the stage
- Director- a person who oversees, orchestrates, and stages an opera, theater, or film production
- Producer- a person who oversees financial and production decisions, generally primary financier of production
- Dramaturg- a dramatist who assists a production team with additional research and resources

Interdisciplinary Connections

New Jersey Student Learning Standards for Visual Arts (2020):

Anchor Standard 1- Creating and Conceptualizing Ideas

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

New Jersey Student Learning Standards for English Language Arts (2016):

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Computer Science and Design Thinking (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

Teacher Resources

Texts: *Introduction to Theatre Arts* by Suzi Zimmerman

Supplemental Workbooks:

Monologues for Actors of Color by Roberta Uno

Voices of Color by Woodie King, Jr.

Great Monologues for Young Actors by Craig Slaughter

Technology: Chromebook, Youtube, Monitor System,

Other Resources: *Theater: Art in Action* by McGraw-Hill

Stage 2 – Assessment Evidence

Pre-Assessments:

- Surveys
- Quizzes
- Cold Reading
- Oral Questioning Techniques

Formative Assessments:

- Journal Entries
- Question & Answer Sessions with individuals and production teams
- Quizzes
- Do now activities
- Critiques

Summative Assessments:

- Department created rubrics
- Department created summative assessments

Performance Task(s):

- Scripted Monologue Performance
- Character analysis

Stage 3- Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. For Theatre, below are the practices:

- Creating: Imagine, Envision, Plan, Construct, Evaluate, Clarify, Reality
- Performing: Establish, Analyze, Choose, Rehearse, Share
- Responding: Examine, Discern, Critique, Interpret
- Connecting: Incorporate, Affect, Expand

Instructional Strategies:

- Direct Instruction: Lecture, simulations, handouts, film exemplar observation, assigned questions, active practice, tutorials, guided research
- Interactive: Cooperative groups, role playing, brainstorming, open discussion, debate, problem solving, peer critique
- Indirect: Guided, unguided inquiry, discovery, exemplars, Socratic questioning, problem solving, focused imaging, composing.
- Individual: Written reflections, research, rehearsal, practice, scripting, rewriting, self-critique, assigned questions, tasks.
- Experiential: Performance, presentation, constructive critique, self- critique, practice, rehearsal, exemplar observation, composing, task execution experience.

Students will be able to imagine, rehearse, and construct a short non-verbal scene and interpret other student's scenes.

Students will also be able to study/observe works by important voices such as: Contemporary Black, Indigenous and/or People of Color playwrights and/or artists such as John Leguizamo, Lin Manuel Miranda

Students will be able to engage in the creation and presentation of a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems).

Suggested Activities for Unit 2- Monologue Performance:

- Research Monologue - Slideshow
- Slate Exercise
- Interpret characters lines
- Establish framework for how to perform a monologue
- Character Analysis Questions- Monologue
- Read and Annotate Acting Worksheet- Zimmerman Text
- Monologue Rehearsals / Critique Responses
- Final Monologue Performance (Midterm)

Unit Plan Title	Unit 3: Student Created Theater
Suggested Time Frame	4-5 weeks

Overview / Rationale

Students will work together to create their own theater pieces. Students will individually write short monologues. As a group, students will write and perform their own scenes based on current events/global warming. Students will be able to pull from personal experience as well as their own imaginations. This unit will conclude with group performances of scenes that students have created and directed in small groups. Students will incorporate basic technical elements including sound, props, scenery, and costumes.

Stage 1 – Desired Results

Established Goals:

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020):

1.4 Theatre Standards by the End of Grade 12

Performance Expectation: CREATING

Anchor Standard 1: Generating and conceptualizing ideas.

Proficient:

- 1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work.
- 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work.
- 1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic

Accomplished:

- 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
- 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.

Anchor Standard 2: Organizing and developing ideas.

Proficient

- 1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Accomplished

- Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work

Anchor Standard 3: Refining and completing products

Proficient

- 1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character
- 1.4.12prof.Cr3b: Practice devised or scripted theatre work using theatrical stage conventions
- 1.4.12prof.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work

Performance Expectation: PERFORMING

Anchor Standard 4: Selecting, analyzing, and interpreting work

Proficient:

- 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- 1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production.

Accomplished

- 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theater performance

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products

Proficient:

- 1.4.12prof.Pr5a: Identify and explore different pacing options per character to better communicate the story in a theatre work
- 1.4.12prof.Pr5b: Explore and discover character choices using given circumstances in devised or scripted theatre work

Accomplished:

- 1.4.12acc.Pr5a: Discover how unique choices shape believable and sustainable character in devised or scripted theatre work

Anchor Standard 6: Conveying meaning through art

Proficient:

- 1.4.12prof.Pr6a: Perform a devised or scripted theatre work for a specific audience

Accomplished:

- 1.4.12acc.Pr6a: Produce devised or scripted theatre work for a specific audience

Performance Expectation: RESPONDING**Anchor Standard 7: Perceiving and analyzing products**

Proficient

- 1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions

Accomplished

- 1.4.12acc.Re7a: Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
- 1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.

Advanced

- 1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.

Anchor Standard 8: Interpreting intent and meaning

Proficient

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context

Accomplished

- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

Anchor Standard 9: Applying criteria to investigate, explore and assess drama and theater work

Proficient

- 1.4.12prof.Re9a: Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
- 1.4.12prof.Re9b: Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
- 1.4.12prof.Re9c: Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.

Accomplished

- 1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work.

Performance Expectation: CONNECTING

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

Proficient

- 1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or script performance

Accomplished

- 1.4.12acc.Cn10a: Choose, interpret, and perform devised or scripted work to reflect or question personal beliefs

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

Proficient

- 1.4.12prof.Cn11a: Integrate knowledge of cultural, global, and historic belief systems into creative choices in a devised or scripted theatre work
- 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

Accomplished

- 1.4.12acc.Cn11a: Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.
- 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.

National Core Art Standards for Theatre (2014)		
Students who participate in this course will achieve the High School Accomplished Level.		
Artistic Strand: Creating		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
Envision/ Conceptual ize	TH:Cr1.1.II	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
		b. Understand and apply technology to design solutions for drama/theatre work.
		c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
Anchor Standard 2: Organize and develop artistic ideas and work.		
Develop	TH:Cr2.1.II	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
		b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.
Anchor Standard 3: Refine and complete artistic work.		

Rehearse	TH:Cr3.1.II	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
		b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.
		c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
Artistic Strand: Performing		
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.		
Select	TH:Pr4.1.II	a. Discover how unique choices shape believable and sustainable drama/ theatre work.
		b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/theatre work.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.		
Prepare	TH:Pr5.1.II	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
		b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
Anchor Standard 6: Convey meaning through the presentation of artistic work.		
Share, Present	TH:Pr6.1.II	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.
Artistic Strand: Responding		
Anchor Standard 7: Perceive and analyze artistic work		
Reflect	TH:Re7.1.II	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
Anchor Standard 8: Interpret intent and meaning in artistic work.		
Interpret	TH:Re8.1.II	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
		b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
		c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
Anchor Standard 9: Apply criteria to evaluate artistic work.		
Evaluate	TH:Re9.1.II	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

		b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
		c. Verify how a drama/theatre work communicates for a specific purpose and audience.
Artistic Strand: Connecting		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
Empathize	TH:Cn10.1.II	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
Interrelate	TH:Cn11.1.II	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

Essential Questions: <ul style="list-style-type: none"> What challenges/benefits arise when collaborating with other actors? How does working on a common goal affect organizational skills? How does an audience enrich a performance? How do technologies impact the way we share and experience theatrical works? 	Enduring Understandings: <ul style="list-style-type: none"> All group members deserve to be heard and have their creative ideas utilized. Theater artists work within the realities of given circumstances. It is essential to create a safe environment or experimentation and exploration in the creative process. Utilizing "Yes and..." can be a helpful tool when collaborating with peers.
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> the importance of hearing all ideas and finding creative ways to include everyone's voice the creative process requires exploration and experimentation how to delegate various group opinions and ideas 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> create a scene inspired by a news/local/historical context listen and collaborate effectively with other actors include personal ideas and opinions into the creative process present realized artistic ideas in a theatrical form.

Career Readiness Life Literacies, and Key Skills (2020)

Standard 9.1 Personal Financial Literacy

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Standard 9.4 Life Literacies and Key Skills

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

Making Connections to Careers

Ask students what they think is involved in these jobs related to performing arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Actor- a person who portrays characters in theater, film, television and other performing arts
- Attorney - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Entertainment Attorney- a person who advises, counsels or advocates for others in the context of legal rights and expectation in the entertainment industry
- Teacher- a person who helps others acquire knowledge
- Professor- a teacher in a college or university
- Orator- a professional public speaker who is eloquent and skilled
- Playwright- a person who writes for the stage
- Director- a person who oversees, orchestrates, and stages an opera, theater, or film production
- Producer- a person who oversees financial and production decisions, generally primary financier of production
- Dramaturg- a dramatist who assists a production team with additional research and resources

Interdisciplinary Connections

New Jersey Student Learning Standards for Visual Arts (2020):

Anchor Standard 1- Creating and Conceptualizing Ideas

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

New Jersey Student Learning Standards for English Language Arts (2016):

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Computer Science and Design Thinking (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

Student Resources

Readings: Cornerstone Theater, Current Events Article

Technology: Chromebook, Youtube

Teacher Resources

Texts: *Introduction to Theatre Arts* by Suzi Zimmerman

Supplemental Workbooks: *Theater Games and Beyond* by Amiel Schotz and *Acting and Theatre* by Cheryl Evans and Lucy Smith

Technology: Chromebook, Youtube, Monitor System,

Other Resources: *Theater: Art in Action* by McGraw-Hill

Stage 2 – Assessment Evidence

Pre-Assessments:

- Surveys
- Quizzes
- Cold Reading
- Oral Questioning Techniques

Formative Assessments:

- Journal Entries
- Question & Answer Sessions with individuals and production teams
- Quizzes
- Do now activities
- Critiques

Summative Assessments:

- Department created rubrics
- Department created summative assessments

Performance Task(s):

- Cold Reading
- Scripted Short Scene Performance
- Character analysis

Stage 3- Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning

experiences that will enable them to engage in these practices as part of their art making processes. For Theatre, below are the practices:

- Creating: Imagine, Envision, Plan, Construct, Evaluate, Clarify, Reality
- Performing: Establish, Analyze, Choose, Rehearse, Share
- Responding: Examine, Discern, Critique, Interpret
- Connecting: Incorporate, Affect, Expand

Instructional Strategies:

- Direct Instruction: Lecture, simulations, handouts, film exemplar observation, assigned questions, active practice, tutorials, guided research
- Interactive: Cooperative groups, role playing, brainstorming, open discussion, debate, problem solving, peer critique
- Indirect: Guided, unguided inquiry, discovery, exemplars, Socratic questioning, problem solving, focused imaging, composing.
- Individual: Written reflections, research, rehearsal, practice, scripting, rewriting, self-critique, assigned questions, tasks.
- Experiential: Performance, presentation, constructive critique, self- critique, practice, rehearsal, exemplar observation, composing, task execution experience.

Students will be able to imagine, rehearse, and construct a short non-verbal scene and interpret other student's scenes.

Students will also be able to study/observe works by important voices such as: Contemporary Black, Indigenous and/or People of Color playwrights and/or artists such as John Leguizamo, Lin Manuel Miranda

Students will be able to engage in the creation and presentation of a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems).

Suggested Activities for Unit 3- Student Created Theater:

- Collaborate in small groups to write and perform a short scene based off of an painting/news article/Global Warming
- Improvise a short scene based off of a one line or environment prompt
- Share and interpret meaning behind scenes
- Family Portrait Theater Activity (Theaterfolk)
- Group Environment Theater Activity (Theaterfolk)

Unit Plan Title	Scene Work Performance
Suggested Time Frame	4-5 Weeks

Stage 1 – Desired Results

Established Goals:

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020):

1.4 Theatre Standards by the End of grade 12

Performance Expectation: CREATING

Anchor Standard 1: Generating and conceptualizing ideas.

Proficient:

- 1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work.
- 1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work.

Accomplished:

- 1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
- 1.4.12acc.Cr1b: Understand and apply technology to design choices for devised or scripted theatre work.

Anchor Standard 2: Organizing and developing ideas.

Proficient

- 1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

Performance Expectation: PERFORMING**Anchor Standard 4: Selecting, analyzing, and interpreting work**

Proficient:

- 1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
- 1.4.12prof.Pr4b: Use technical elements to increase the impact of design for a theatre production.

Accomplished

- 1.4.12acc.Pr4a: Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theater performance

Performance Expectation: RESPONDING**Anchor Standard 7: Perceiving and analyzing products**

Proficient

- 1.4.12prof.Re7a: Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
- 1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions

Anchor Standard 9: Applying criteria to investigate, explore and assess drama and theater work

Proficient

- 1.4.12prof.Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
- 1.4.12prof.Re8b: Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline.
- 1.4.12prof.Re8c: Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.

Performance Expectation: CONNECTING**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

Proficient

- 1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient

- 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
- 1.4.12prof.Cn11b: Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.

National Core Art Standards for Theatre (2014)

Students who participate in this course will achieve the High School Accomplished Level.

Artistic Strand: Creating		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
Envision/ Conceptual ize	TH:Cr1.1.II	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
		b. Understand and apply technology to design solutions for drama/theatre work.
		c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
Anchor Standard 2: Organize and develop artistic ideas and work.		
Develop	TH:Cr2.1.II	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.
		b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.
Anchor Standard 3: Refine and complete artistic work.		
Rehearse	TH:Cr3.1.II	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.
		b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.
		c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.
Artistic Strand: Performing		
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.		
Select	TH:Pr4.1.II	a. Discover how unique choices shape believable and sustainable drama/ theatre work.
		b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation.		
Prepare	TH:Pr5.1.II	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.
		b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.
Anchor Standard 6: Convey meaning through the presentation of artistic work.		
Share, Present	TH:Pr6.1.II	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.
Artistic Strand: Responding		
Anchor Standard 7: Perceive and analyze artistic work		

Reflect	TH:Re7.1.II	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.
Anchor Standard 8: Interpret intent and meaning in artistic work.		
Interpret	TH:Re8.1.II	a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
		b. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
		c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/theatre work.
Anchor Standard 9: Apply criteria to evaluate artistic work.		
Evaluate	TH:Re9.1.II	a. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
		b. Construct meaning in a drama/theatre work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
		c. Verify how a drama/theatre work communicates for a specific purpose and audience.
Artistic Strand: Connecting		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
Empathize	TH:Cn10.1.II	a. Choose and interpret a drama/theatre work to reflect or question personal beliefs.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
Interrelate	TH:Cn11.1.II	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.

Essential Questions: <ul style="list-style-type: none"> • How do I begin to rehearse a scene? • Why is it essential to memorize a scene? • How do I contribute to my scene? • How does teamwork contribute to the success of a scene? • What is my character's objective? • What is the climax of my scene? 	Enduring Understandings: <ul style="list-style-type: none"> • A scene rehearsal begins with a table read then evolves to rehearsals with the script 'on your feet'. • When a scene is fully memorized, actors have the ability to perform their scene to its fullest capacity. • An objective is a goal; it is what the character wants. • It is best when an objective is 'actionable'. • Memorization is key to preparation for scene work.
--	---

Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> ● the rehearsal process for a scene ● blocking notes and objectives can be written directly on an actor's script. ● a successful scene utilizes objectives, clear pacing, and beats. ● a scene will have a beginning, middle, and end. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ● rehearse a scene with scene partners. ● notate a 'needs list' for their scene that includes props and set pieces. ● notate the rising action & climax of their scene. ● take direction from the instructor. ● notate blocking. ● evaluate their own scene and other groups.
---	---

Career Readiness Life Literacies, and Key Skills (2020)

Standard 9.1 Personal Financial Literacy

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Standard 9.4 Life Literacies and Key Skills

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

Making Connections to Careers

Ask students what they think is involved in these jobs related to performing arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Actor- a person who portrays characters in theater, film, television and other performing arts
- Attorney - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Entertainment Attorney- a person who advises, counsels or advocates for others in the context of legal rights and expectation in the entertainment industry
- Teacher- a person who helps others acquire knowledge
- Professor- a teacher in a college or university
- Orator- a professional public speaker who is eloquent and skilled
- Playwright- a person who writes for the stage
- Director- a person who oversees, orchestrates, and stages an opera, theater, or film production
- Producer- a person who oversees financial and production decisions, generally primary financier of production
- Dramaturg- a dramatist who assists a production team with additional research and resources

Interdisciplinary Connections

New Jersey Student Learning Standards for Visual Arts (2020):

Anchor Standard 1- Creating and Conceptualizing Ideas

1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.

New Jersey Student Learning Standards for English Language Arts (2016):

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Computer Science and Design Thinking (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

Teacher Resources

Texts: *Introduction to Theatre Arts* by Suzi Zimmerman

Supplemental Workbooks:

The Actor's Scenebook: Scenes and Monologues From Contemporary Plays by Shulman & Mekler

Contemporary Scenes for Young Actors: 34 High-Quality Scenes for Kids and Teens by Parker

The Actor's Book of Scenes from New Plays: 70 Scenes for Two Actors, from Today's Hottest Playwrights by Lane & Shengold

Technology: Chromebook, Youtube, Monitor System,

Other Resources: *Theater: Art in Action* by McGraw-Hill

Stage 2 – Assessment Evidence

Pre-Assessments:

- Surveys
- Cold Reading
- Oral Questioning Techniques

Formative Assessments:

- Scene Requirements Sheet
- Set Diagram

- Journal Entries
- Question & Answer Sessions with individuals and production teams
- Do now activities
- Critiques

Summative Assessments:

- Department created rubrics
- Department created summative assessments

Performance Task(s):

- Scripted Scene Performance
- Character analysis
- Scene rehearsal

Stage 3- Learning Plan

The teacher will incorporate Practices into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Theatre Practices:

- Creating: Imagine, Envision, Plan, Construct, Evaluate, Clarify, Reality
- Performing: Establish, Analyze, Choose, Rehearse, Share
- Responding: Examine, Discern, Critique, Interpret
- Connecting: Incorporate, Affect, Expand

Instructional Strategies:

- Direct Instruction: Lecture, simulations, handouts, film exemplar observation, assigned questions, active practice, tutorials, guided research
- Interactive: Cooperative groups, role playing, brainstorming, open discussion, debate, problem solving, peer critique
- Indirect: Guided, unguided inquiry, discovery, exemplars, Socratic questioning, problem solving, focused imaging, composing.
- Individual: Written reflections, research, rehearsal, practice, scripting, rewriting, self-critique, assigned questions, tasks.
- Experiential: Performance, presentation, constructive critique, self- critique, practice, rehearsal, exemplar observation, composing, task execution experience.
- Students will be able to imagine, rehearse, and construct a short non-verbal scene and interpret other student's scenes.

Students will be able to imagine, rehearse, and construct a short non-verbal scene and interpret other student's scenes.

Students will also be able to study/observe works by important voices such as: Contemporary Black, Indigenous and/or People of Color playwrights and/or artists such as John Leguizamo, Lin

Manuel Miranda

Students will be able to engage in the creation and presentation of a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems).

Students will be able to engage in the creation and presentation of a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems).

Suggested Activities for Unit 4- Scene Work Performance:

- Research Scene - Slideshow
- Actor Needs List
- “I think you should leave/I want you to stay” Exercise
- Character Analysis Questions- Scene Work
- Read and Annotate Acting Worksheet- Zimmerman Text
- Scene Rehearsals / Critique Responses
- Final Scene Performance (Final) & Written Response (Final)

Accommodations and Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview theatre-related vocabulary
- Repeat or reword directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate directions
- Additional time
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic workstations / student groupings
- Check for understanding with more frequency
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)
- Students with Disabilities and the National Core Arts Standards: Guiding Principles for Teachers
<https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf>
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 148-158) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview theatre- related vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Check for understanding with more frequency
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Extended time
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 167-174) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 159-165) <https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf>

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions

- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753

An Affirmative Action Equal Opportunity Employer

2022