

Orange Public Schools
Orange, New Jersey
Grade Level 8-9/ Content Area: Theatre Arts
Length of Course: One Semester

Curriculum for Intro to Theatre

Course Description: Intro to Theatre is a one-semester elective that serves as an introduction and overview to the fundamentals of acting technique, play production and stage terminology. The course will offer exposure to a variety of dramatic texts. The student will develop physical, vocal, and analytical skills used in performing scenes. Students will also be introduced to the elements of technical theatre and play production. Students' appreciation of viewing theatrical productions is enhanced as they become aware of all necessary steps in mounting a play. The course will culminate with final group scenes which will incorporate all of the acting and technical skills studied throughout the semester.

The course enables students to make informed critical and aesthetic judgments, create theatre, and understand the historical and cultural influences of theatre. It fully complies with the New Jersey Core Curriculum Content Standards. The Theatre curricula are sequential with respect to the increased depth of content from the sixth grade program through the high school program.

Pacing Guide

Unit 1: Class team bonding and Improvisation	3 weeks
Unit 2: Body and Stage Movement	4 weeks
Unit 3: Voice	4 weeks
Unit 4: Acting & Analysis	8 weeks
Unit 5: Play Production	3 weeks

UNIT I TEAM BONDING & IMPROVISATION

1.1 The Creative Process	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.
1.3 Performance	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in theatre

Big Ideas: *Course Objectives / Content Statement(s)*

In order for students to feel comfortable performing in front of the class; develop access to their emotions; free their body and their voice for a variety of character interpretations; and feel confident taking risks during the creative process, they must develop a bond and trust with their classmates and feel confident in their

<p>abilities. The students will develop communication skills through personal exploration and social interaction. The student will develop an awareness of and better understanding of his/her own impulses and instinctual behavior through improvisational games.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • How can I overcome stage fright? • How do I develop confidence to perform in front of people who may be more talented than I am? • How can I connect to an audience? • How can I develop my imagination so that I can create different characters? • How can I develop the ability to take risks when I perform? • How can I learn to work with my scene partners? • How can I create a scene with no preparation? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • They have something important to offer any class or production • They do not have to be afraid to fail • Concentrating on a task on stage will help them forget about their insecurities • There is comfort and support among the group that will inspire creativity and risk –taking • They need to trust and depend on each other to create a work of theatre • The key to a successful Improv performance is to say “Yes, and...” • Scenes must have a beginning, a middle and an end • Scenes must have a conflict • Scenes must develop complications that build toward a climax/closure • They must recognize the importance of spontaneity in the performance experience • They will discover and demonstrate the interrelationships of the characters and how essential it is that an actor be a member of an ensemble
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.1.8.C.2: Determine the effectiveness of various methods of vocal, physical,</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Create a supportive, fun environment in which to grow

<p>relaxation, and acting techniques used in actor training.</p> <p>1.3.8.C.1: Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.</p> <p>1.3.8.C.2: Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p>1.3.12.C.2: Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions</p>	<p>and perform as artists</p> <ul style="list-style-type: none"> • Develop trust among the group members • Develop confidence and self-esteem • Stimulate imagination through theatre games and exercises • Develop focus, concentration, and risk-taking through theatre games and exercises • Develop class camaraderie and support <p>Sample Assessments:</p> <p>Student will:</p> <ul style="list-style-type: none"> • Actively participate in daily physical warm-ups • Actively participate in class games and exercises • Demonstrate the ability to create an improvisational scene with others • Prepare an organized theatre notebook <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Students will continue to develop physical skills they practice in physical education classes. • Students will develop the same vocal techniques practiced in chorus. • Creating a well-developed plot and character for performance reflects study in English literature courses. <p>Technology Integration-hardware</p> <p>Students will be exposed to a variety of theatre performances through DVDs, YouTube videos, and internet resources.</p> <p>Global Perspectives</p> <p>Students will view performances from a variety of cultures.</p>
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<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: <i>The following skills will be addressed throughout the year in all theatre units and classes:</i></p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> Students daily work on developing their creativity and innovation through theatre games, improvisations, scene work, and designs <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> All theatre games, scene work, designs, technical crews, and productions require critical thinking and problem solving. <p>Communication and Collaboration</p> <ul style="list-style-type: none"> The very nature of theatre requires and develops communication and collaboration skills in daily class games, exercises, performances, designs <p>Information Literacy</p> <ul style="list-style-type: none"> Students will be exposed to a wide variety of video and internet sources as they explore performance artists, designers, theatre companies, and performances <p>Life and Career Skills</p> <ul style="list-style-type: none"> Students will develop self-confidence, poise, and interpersonal skills through theatre games and improvisations that will benefit them in any social or business situation. Students will develop relaxation and stress relieving techniques through daily warm-ups <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy</p> <ul style="list-style-type: none"> The business of theatre will be an
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	<p>ongoing discussion in all theatre classes: the cost of production, promoting and advertising theatre companies and productions, managing a budget, recruiting a creative team</p> <p>Civic Literacy</p> <ul style="list-style-type: none">• Students of theatre will develop an understanding of human nature and empathy for all cultures and citizens through the study of dramatic literature and attending various theatre productions throughout the year.• Theatre teaches us how to become better human beings who take care of our environment and each other through empathy and progressive dramatic literature and performances <p>Health Literacy</p> <ul style="list-style-type: none">• Daily breathing and physical exercises such as yoga promote physical flexibility and health.• Theatre students are instructed to hydrate throughout the day, eat healthy, get proper sleep, and practice proper physical and vocal techniques to insure the maximum physical and vocal health necessary for the rigors of performing.• Professional performance artists conduct workshops throughout the year espousing the importance of proper vocal and physical health maintenance <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p> <ul style="list-style-type: none">• Actors will learn the physics of physical movement and the science of vocal production.• Theatre students use a wide of technology, engineering, science, and math in lighting, set, costume set design; video production
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UNIT 2: BODY and STAGE MOVEMENT

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.

1.2 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in theatre

Big Ideas: *Course Objectives / Content Statement(s)*

In order to create characters of various ages, socio-economic classes, cultures, historical periods, and personalities, the actor must have complete control of his body and maintain flexibility. Students will use movement for creative expression to explore thought, feeling and roles. They will use facial expressions, gestures and postures to enhance characterization and to create a physical life for the character.

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • How can an actor create a believable character with his body? • How can I become comfortable with my body on stage and develop confidence and ease in stage movement? • How can an actor create variety of movement on stage? • How can an actor tell a story through movement, stage positions, and use of stage areas? • What is the most effective way to enter, exit, gesture on stage 	<p>Students will understand that...</p> <p>A. The Body</p> <ol style="list-style-type: none"> 1. Explore the physical principles of pantomime 2. Recognize pantomime as the basis for physical characterization through observation 3. Practice relaxation and warm-up techniques 4. Observe persons of different ages, races, sex and perform pantomime implementing the physical attributes observed 5. Incorporate emotional memory/recall <p>B. Stage Movement</p> <p>Identify the various areas of the stage</p> <ol style="list-style-type: none"> 1. Practice following stage directions and body positions 2. Exits and Entrances must illustrate the character's intention, personality, moment before/after 3. The smallest gesture can

	<p>reveal the inner life of a character</p> <p>4. Gestures and movements must be carefully based on understanding and analysis of the character</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.1.8.C.2: Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.</p> <p>1.1.12.C.2: Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.</p> <p>1.3.8.C.1: Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.</p> <p>1.3.8.C.2: Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p>1.3.12.C.2: Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Practice relaxation and warm-up techniques • Physical games and exercises that require various movements • Sense Memory exercises • Milling and Seething exercises • Explore the physical principles of pantomime • Recognize pantomime as the basis for physical characterization through observation • Practice following stage directions and body positions • Observe persons of different ages, races, sex <p>Sample Assessments:</p> <p>Student will:</p> <ul style="list-style-type: none"> • Actively participate in daily physical warm-ups • Demonstrate proper breathing, centering, posture, and movement techniques during warm ups • Perform a sense memory activity pantomiming eating • Perform a pantomime of an everyday activity • Perform a characterization observation implementing physical characteristics <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Students will continue to develop physical skills they practice in physical education classes. • Students will develop the same

	<p>vocal techniques practiced in chorus.</p> <ul style="list-style-type: none">• Creating a well-developed plot and character for performance reflects study in English literature courses. <p>Technology Integration</p> <ul style="list-style-type: none">• Students will be exposed to a variety of theatre performances through DVDs, YouTube videos, and internet resources. <p>Global Perspectives</p> <ul style="list-style-type: none">• Students will view performances from a variety of cultures.• An actor must develop resources of information and experience that connect with the rest of the world-socially, culturally, historically, and politically- thereby enriching his instrument. <p>Culturally Responsive Teaching Students will become aware of different cultures, customs, and environments as they study various physicalities for different characters.</p>
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UNIT 3: THE VOICE and ORAL INTERPRETATION

- 1.1 Creative Process** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in theatre.
- 1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in theatre.
- 1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in theatre.

Big Ideas: *Course Objectives / Content Statement(s)*

It is essential for all actors to develop a healthy, flexible, supported, and resonant vocal instrument. Actors must be heard and understood by everyone in the audience without straining or pushing. Developing vocal color and vocal variety enables an actor to create a myriad of characters and express a range of emotions.

"If an audience member or another actor on stage can neither hear nor understand you, all of your work is irrelevant." Patsy Rodenberg
 "Of all the great actors I have known, it always comes down to his voice." Dame Judith Dench
 The study of the voice taught in conjunction with Poetry Interpretation so the actor can practice his vocal technique interpreting beautiful language

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How can an actor be heard and understood in various acting spaces? • How can an actor delineate characters vocally? • How can an actor maintain a healthy voice? • How do you analyze a poem for interpretation? • What are the elements of an effective interpretative reading? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Proper breathing and support are essential to stage diction, clarity, and projection • Projection and articulation are necessary for an actor to be heard and understood • Actors must perfect vocal quality, pitch, rate, volume, and tone. • Vocal variety and vocal color enhance character and theme • Sharing the message of an author comes from detailed script analysis • An interpreter must emotionally, intellectually, and physically connect to the literature
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.1.8.C.2: Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.</p> <p>1.1.8.C.3: Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.</p> <p>1.3.8.C.2: Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p>1.3.12.C.2: Create and evaluate performances by citing evidence of specific</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Daily physical and vocal warm-ups that reinforce articulation, breathing, resonance, and projection such as tongue twisters, consonant bounces, lip trills. • Practice various diction and breathing techniques in the classroom and on the stage • Script analysis and scoring of poetry • Modeling interpretation techniques <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Actively participate in daily physical warm-ups

<p>physical choices, sustained vocal technique, and clearly motivated actions.</p>	<ul style="list-style-type: none"> Analyze and score a published poem Perform an oral interpretation in a group Perform an oral interpretation of a poem individually assessed by teacher and peers <p>Instructional Strategies: Interdisciplinary Connections Work with English classes on discovering and interpreting literature</p>
	<p>Technology Integration</p> <ul style="list-style-type: none"> You Tube videos of championship interpretations Search for Poems on the internet <p>Media Literacy Integration Video tape interpretations and critically assess personal and peer performances</p> <p>Global Perspectives Read and interpret poems from different countries analyzing the backgrounds, socio-economic conditions, traditions</p> <p>Culturally Responsive Teaching Help students select poems that reflect their cultures and heritage</p>

UNIT 4: ACTING and CRITICISM

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Big Ideas: Course Objectives / Content Statement(s)	
Analyzing plays and developing an emotional connection to a character will foster a positive connection between critical thinking skills, lifelong learning, and personal expression and support the intellectual, social, and personal development of each learner. Furthermore, it will enhance contribution to community and global citizenship into the twenty-first century. The main goal of every actor is to create a truthful performance.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How can I learn to memorize lines? • How can connect to a character? • How can I understand what the play is about? • How can I move an audience? • How can I create a believable character? • What are the essential elements of a good performance? 	Students will understand that... <ul style="list-style-type: none"> • Careful analysis of a play reveals the author's message • Character analysis involves understanding the character's background, objectives, obstacles, physicality, and personality • Memorizing techniques enable any actor to become comfortable with his/her lines • Actors create believable characters by connecting emotionally • Concentration and staying in the moment enables the actor to create truthful performance
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.1.8.C.2: Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.</p> <p>1.1.8.C.3: Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.</p> <p>1.3.8.C.2: Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p>1.3.12.C.2: Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique,</p>	Instructional Focus: <ul style="list-style-type: none"> • Study of play structure and meaning through reading and analyzing scripts • Acting exercises to develop concentration, connection to partner, access to emotions and sensory recall • Understand fictional characters by observing people of various ages, occupations, socio-economic backgrounds real life • Students will develop techniques of theatre criticism by attending productions and evaluating all artistic and technical elements • Develop awareness of acting terms and the development of modern

<p>and clearly motivated actions.</p> <p>1.4.12.A.1: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2: Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>	<p>acting</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Students will identify acting terms and the development of modern acting • Students will read plays and write analyses • Students will analyze the play and character for their monologues • Students will perform monologues for the class evaluated by teacher and peers • Students will attend a live theatre performance and write a review following standard essay form <p>Instructional Strategies:</p> <p>Interdisciplinary Connections Students will have to understand literature, writing, history, sociology, and psychology to fully create a character and write analysis and play reviews</p> <p>Technology Integration Internet research for dramaturgy of the play: time period, playwright, style, costumes, YouTube videos of great acting scenes from plays and film</p> <p>Media Literacy Integration Video tape their monologues and critically assess personal and peer performances</p> <p>Global Perspectives Read and interpret plays from different countries analyzing the backgrounds, socio-economic conditions, traditions</p> <p>Culturally Responsive Teaching Students will select scenes that reflect their cultures and heritage</p>

UNIT FIVE: PLAY PRODUCTION

<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Understanding the elements of technical theatre, design, and production is crucial to creating, appreciating, or analyzing a play production.</p> <p>Producing a scene with classmates requires the application of every artistic and technical skill and fosters the creative and collaborative process.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • How can I relate to my scene partner/s? • How do I plan the physical elements of my acting scene? • How do I know when and where to move in a scene? • What are the different types of stage lighting and how are they used? • How is scenery moved during a production? • How do you construct a basic set piece? • How are different lighting effects achieved? • How do set and lighting designers approach a project? • What are the basic considerations when designing a set or light plot? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Chemistry with a scene partner is developed through listening and reacting • Truthful acting, chemistry between characters, creative staging, and aesthetically pleasing design elements help create a moving performance. • Stage movement and blocking are based on a character's motivation, relationships, everyday activities, and artistic considerations to create • Blocking begins with set design and floor plan • There are different types of stages • Set and lighting designs are based on thorough analysis of the script and a common design concept with the director • Sets and lighting provide important information about the setting, the characters, the theme, the style and the mood of the play
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>

<p>Students will:</p> <p>1.1.8.C.4: Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.</p> <p>1.1.12.C.3: Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.</p> <p>1.4.12.A.2: Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Learn the areas and equipment in the Summit High School stage and scene shop • Identify stage rigging and equipment from Google images • Identify the different types of lighting instruments and their uses • Demonstrate how to design a set and lighting plot • Learn the elements of set and lighting design • Students will demonstrate aesthetically pleasing stage pictures • Scene study will develop experience and confidence with acting <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Quizzes over technical theatre terms • Students will draw a scale floor plan for a set • Students will complete a light plot for a play • Students will draw a scale floor plan of the set for their scene • Students will complete a play and character analysis with their group • Students will block a scene with their acting group • Students will perform a scene from a play with their group <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Science and technology are integral parts of technical theatre • Understanding literature and history is the bases for play analyses prior to designing sets and lighting • Math is used for designing sets and reading scale construction plans • Physics is used when hanging and programming lighting equipment <p>Technology Integration</p> <ul style="list-style-type: none"> • Using the internet for research • Set building requires mastery of
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	<p>various tools and construction</p> <p>Media Literacy Integration</p> <p>Video tape acting scenes and critically assess personal and peer performances</p> <p>Global Perspectives</p> <p>Read and interpret plays from different countries analyzing the backgrounds, socio-economic conditions, traditions</p> <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none">• Students will select scenes that reflect various cultures and heritages

Texts and Resources

The Drama Sourcebook by Neil John
The Actor and the Text by Cecily Berry
The Actor Speaks Patsy Rodenburg
To The Actor by Michael Chekhov
A Challenge for the Actor by Uta Hagen
An Actor Prepares by Constantin Stanislavsky
Building a Character by Constantin Stanislavsky
Theatre Games for the Classroom by Viola Spolin
A History of the Theatre, Oscar Brockett
Truth in Comedy by Del Close & Charna Halpern
The Viewpoints Book by Anne Bogart and Tina Landau
Fundamentals of Theatrical Design by Karen Brewster
The Art of Acting by Stella Adler
The Sanford Meisner Approach by Larry Silverberg