

READINGTON PUBLIC SCHOOL DISTRICT

Sixth - Eighth Grade Theatre 2022

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Approval Date: August 23, 2022

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I. Purpose and Overview

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-8 curriculum in the 21st century. As we work to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

II. Mission

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

III. Vision

All students will have equitable access to a quality arts education that leads to artistic literacy and fluency 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.

IV. Assessment

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. Evidence of growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, and rubrics. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. Pacing Guide

	Sixth Grade	7th Grade	8th Grade
Unit 1 1st Marking Period	Creative Process <ul style="list-style-type: none"> • Defining and articulating character objectives • Dramatic context and active listening skills 	Creative Process <ul style="list-style-type: none"> • Differentiate among vocal rate, pitch, and volume • Emotion and meaning are often communicated 	Creative Process <ul style="list-style-type: none"> • Dramatic literature and theatrical trends reflect cultural tradition and periods in history • Techniques for communicating a character's intent vary in live performances and recorded venues
Unit 2 2nd Marking Period	Performing <ul style="list-style-type: none"> • Distinct pieces of dramatic literature and theatrical trends • Range of skills to create theatrical performances 	Performing <ul style="list-style-type: none"> • Analyze the structural components of plays and performances 	Performing <ul style="list-style-type: none"> • Analyze the structural components of plays and performances • Distinguish among artistic styles, trends, and movements

			<ul style="list-style-type: none"> Analyze the form, function, craftsmanship, and originality of representative works Define areas of responsibility
Unit 3 3rd Marking Period	Aesthetic Responses & Critique Methodologies <ul style="list-style-type: none"> Contextual clues to artistic intent Basic elements of style and design visual fluency 	Aesthetic Responses & Critique Methodologies <ul style="list-style-type: none"> Utilitarian and non-utilitarian purposes Form, function, craftsmanship, and originality of representative works Archetypal subject matter 	Aesthetic Responses & Critique Methodologies <ul style="list-style-type: none"> Abstract ideas may be expressed Basic elements of style and design
Unit 4 4th Marking Period	History of the Arts and Culture <ul style="list-style-type: none"> Theatrical trends reflect cultural tradition and periods in history Cultural mores and personal aesthetics throughout the ages 	History of the Arts and Culture <ul style="list-style-type: none"> Technological changes will continue to influence the development and nature of the arts Trace the history of theatre 	History of the Arts and Culture <ul style="list-style-type: none"> Historical innovations Analyze the social, historical, and political impact of artists on culture

VI. UNITS OF STUDY

Sixth Grade Unit 1 Creative Process
Desired Results
Goals: 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work. 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work. 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. 1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.

1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
<p>Students will know and be able to...</p> <ul style="list-style-type: none"> • Define “believability” by identifying common traits of believable performances. • Differentiate between a character’s actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character. • Analyze scripted scenes to determine how a character’s objectives change throughout a scene and how his or her tactics and subtext change within a scene in response to the actions of other characters. Apply the analysis to the portrayal of characters in a performance. • Identify key jobs integral to producing a play (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.) and research the duties and responsibilities of these positions. • Stage a short scene showcasing different areas of responsibility that are integral to a theatrical production (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.).
Interdisciplinary Connections
<p>ELA: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Activity: Differentiate between a character’s actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character.</p>
Career Readiness, Life Literacies, and Key Skills
<p>Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. Activity: Use technology skills to create and share a script or script notes.</p> <p>9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Activity: Research careers as actor, director, set designer, lighting designer, sound designer and costume designer.</p>
Computer Science and Design Thinking
<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Create a document to record an analysis of scripted scenes.</p>
Assessment Evidence
<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation • Anecdotal notes <p>Summative:</p> <ul style="list-style-type: none"> • Task 1: Give your students the following oral instructions: <ul style="list-style-type: none"> ◦ Read the script of your play. ◦ You will be assigned a character to focus on. ◦ Use the worksheet provided o to identify your character’s objective, <ul style="list-style-type: none"> ■ to give examples of various tactics used by the characters to achieve their objective, ■ to give examples of subtext evident in the script that affects the character and how they attempt to achieve their objective, ■ to examine how these elements come together to create a believable character. Then you will perform a scene from the play, applying the objective you identified for your character and appropriate tactics to your performance. • Task 2: Give your students the following oral instructions: <ul style="list-style-type: none"> ◦ Read your scene as a group. ◦ You will be given a design vision statement for your play. Discuss the following: <ul style="list-style-type: none"> ■ setting ■ time period ■ the themes of the play ■ mood and atmosphere (that will best communicate the themes of the play) ■ overall look or feel (that will best communicate the themes of the play).

- It is important that you work with your group to create one unified design concept. The costumes, makeup, scenery, lights and sound should all work together to create the world of the play.
- Put your name on your worksheet.
- Using the design role assigned to you by your teacher, decide how you will bring the vision statement to life by completing the corresponding handout. Be sure to justify your design choices in the Design Vision portion of your worksheet.
- Assemble all of the worksheets together to hand in.
- Complete the quiz individually as your teacher directs.

Alternative:

- Portfolio

Benchmark:

- Performance scored by a [rubric](#)

Resources

Core Materials:

Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor

Supplemental Materials:

- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u1.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u1.pdf>

Technology:

- Google Classroom
- Google Forms
- Google Photos
- Flipgrid

**Sixth Grade
Unit 2
Performing**

Desired Results

Goals:

- 1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
- 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.
- 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
- 1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
- 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience.

Students will know and be able to...

- Adapt a story (i.e. fairy tale, fable, etc.), as a class, into a short theatrical scene with a clear beginning, middle and end.
- Stage a series of tableaux that communicate a story.
- Choose a costume that accurately reflects a character and the setting of the play.

Interdisciplinary Connections

ELA: W.6.3. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Activity: Compose a short theatrical scene using narrative techniques.

Career Readiness, Life Literacies, and Key Skill

Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. Activity: Collaborate with members of a small group to perform a short scene.

9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: List the communication, collaboration and leaderships skills needed for a career as an actor, director, producer, scenic, lighting, costume, stagehand, etc. Identify how training and competence in these areas impact income.

Computer Science and Design Thinking

Data & Analysis CI: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Create a document to compose a short theatrical scene.

Assessment Evidence

Formative:

- Teacher observation
- Anecdotal notes

Summative:

- Give your students the following oral instructions:
“As a group, research the theatrical time period that you have been assigned. You will need to research the historical structures and innovations of this time period, as well as how this time period impacted society and culture. Complete the worksheet with information about your time period and an illustration or picture of a costume from the era.
Divide lines from the open scene among the members of your group and memorize them. Use all of this research to perform your scene, being sure to fully commit to the directorial choices you have made. You will be responsible for applying all of the characteristics of this time period to the performance. Create costumes appropriate to the time period.”

Alternative:

- Portfolio

Benchmark:

- Performance scored by a rubric

Resources

Core Materials:

Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor

Supplemental Materials:

- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u3.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u3.pdf>

Technology:

- Google Classroom
- Google Forms
- Google Photos
- Flipgrid

<p style="text-align: center;">Sixth Grade Unit 3 Aesthetic Responses & Critique Methodologies</p>
<p style="text-align: center;">Desired Results</p>
<p>Goals:</p> <p>1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.</p> <p>1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.</p> <p>1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.</p> <p>1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.</p> <p>1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.</p> <p>1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.</p> <p>1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</p> <p>1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.</p>
<p><i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> Analyze culturally and historically diverse theatre masterworks and describe theatrical conventions attributed to the work. Analyze theatre master works that are used for utilitarian purpose and non-utilitarian purposes and describe the conventions of plays created for varied purpose. Distinguish among artistic styles, trends, and movements in theatre within diverse cultures and historical eras and demonstrate an understanding of the stage conventions of theatre from various eras and historical eras in scene work stage in a similar style. Use rubrics to analyze the form, function, craftsmanship, and originality of representative theatre master works. Co-develop and apply rubrics to professional works that objectively evaluate the artist's technical proficiency within the context of the theatrical works' content and form.
<p style="text-align: center;">Interdisciplinary Connections</p>
<p>ELA: W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Activity: Conduct a short research project to analyze culturally and historically diverse theatre masterworks.</p>
<p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity increase collaboration and communicate effectively. Activity: Use word choice, organization, effective tone and presentation skills to articulate ideas.</p> <p>9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. Activity: Discuss the importance of clear communication in future careers and available offerings that would help students prepare for their field of interest.</p>
<p style="text-align: center;">Computer Science and Design Thinking</p>
<p>8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. Activity: Research the artistic styles, trends, and movements in theatre using reliable sources.</p>
<p style="text-align: center;">Assessment Evidence</p>
<p>Formative:</p> <ul style="list-style-type: none"> Teacher observation Anecdotal notes

Summative:

- Task 1: Give students the following oral instructions:
 - You will be assigned a fable or story. You are responsible for adapting the story into a short theatrical scene.
 - You must write out the scene following the correct playwriting format.
 - Your story cannot have a narrator. Instead, the story must be communicated through what the characters say (dialogue) and what the characters do (stage direction).

Alternative:

- Portfolio

Benchmark:

- Performance scored by a rubric

Resources**Core Materials:**

Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor

Supplemental Materials:

- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u4.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u4.pdf>

Technology:

- Google Classroom
- Google Forms
- Google Photos
- Flipgrid

**Sixth Grade
Unit 4
History of the Arts and Culture**

Desired Results**Goals:**

- 1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.
 1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
 1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Students will know and be able to...

- Identify major historical periods of theatre and characterize the role of theatre in various eras and cultures throughout history.
- Identify principal types of theatre and performance spaces typically associated major theatrical periods and/or styles.
- Distinguish ways that theatre has reflected and impacted the society and culture of its time.
- Emulate theatrical styles and/or conventions in scene work from a variety of global and historic theatrical traditions.

Interdisciplinary Connections

ELA: W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Activity: Research major historical periods of theatre and the role of theatre in various eras and cultures throughout history.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity increase collaboration and communicate effectively. Activity: Practice using reliable research strategies to search for new information.

9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. Activity: Discuss the role of research skills in future careers and the importance of well selected social media postings.

Computer Science and Design Thinking

Data & Analysis CI: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Research major historical periods of theatre and the role of theatre in various eras and cultures throughout history using reliable sources.

Assessment Evidence

Formative:

- Teacher observation
- Anecdotal notes

Summative:

- Draft a timeline describing major historical periods in theatre

Alternative:

- Portfolio

Benchmark:

- Performance scored by a rubric

Resources

Core Materials:

Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor

Supplemental Materials:

- Teacher created materials

Technology:

- Google Classroom
- Google Forms
- Google Photos
- Flipgrid

Seventh Grade Unit 1 Creative Process

Desired Results

Goals:

<p>1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</p> <p>1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</p> <p>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p> <p>1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.</p> <p>1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.</p> <p>1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.</p> <p>1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.</p> <p>1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</p>
<p><i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> • Demonstrate the difference between presentational and representational styles of acting. • Use contextual clues to make informed choices about a character's intentions and demonstrate several different viable physical, emotional, and vocal performance options that are supported by the text in live performances or recorded venues. • Read a scene and compile a list of character objectives. Identify the tactics the characters undertake in order to try and achieve those objectives. Apply these observations to a live performance of the scene. • Examine the different responsibilities of theatrical designers (e.g., set designer, lighting designer, sound designer, costume and makeup designer.) and discuss how the designers work collaboratively with each other and the director to bring the director's vision to life.
<p>Interdisciplinary Connections</p>
<p>ELA: RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Activity: Identify the character's intentions based on the performance options used in the scene.</p>
<p>Career Readiness, Life Literacies, and Key Skills</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity increase collaboration and communicate effectively. Activity: Use technical skills to create a document with a table and share with others in a small group.</p> <p>9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Activity: Research careers as actor, director, set designer, lighting designer, sound designer or costume designer.</p>
<p>Computer Science and Design Thinking</p>
<p>8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. Activity: Create a document with a table to record observations of live performances, independently solving any technical difficulties.</p>
<p>Assessment Evidence</p>
<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation • Anecdotal notes <p>Summative:</p> <ul style="list-style-type: none"> • Task 1: Give your students the following oral instructions: <ul style="list-style-type: none"> • Read the script of your play. • You will be assigned a character to focus on.

- Use the worksheet provided
 - o to identify your character's objective,
 - o to give examples of various tactics used by the characters to achieve their objective,
 - o to give examples of subtext evident in the script that affects the character and how they attempt to achieve their objective,
 - o to examine how these elements come together to create a believable character.
- Then you will perform a scene from the play, applying the objective you identified for your character and appropriate tactics to your performance.
- Task 2: Give your students the following oral instructions:
 - Read your scene as a group.
 - You will be given a design vision statement for your play. Discuss the following:
 - o setting
 - o time period
 - o the themes of the play
 - o mood and atmosphere (that will best communicate the themes of the play)
 - o overall look or feel (that will best communicate the themes of the play).
 - It is important that you work with your group to create one unified design concept. The costumes, makeup, scenery, lights and sound should all work together to create the world of the play.
 - Put your name on your worksheet.
 - Using the design role assigned to you by your teacher, decide how you will bring the vision statement to life by completing the corresponding handout. Be sure to justify your design choices in the Design Vision portion of your worksheet.
 - Assemble all of the worksheets together to hand in.
 - Complete the quiz individually as your teacher directs.

Alternative:

- Portfolio

Benchmark:

- Performance scored by a rubric

Resources

Core Materials:

Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor

Supplemental Materials:

- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u1.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u1.pdf>

Technology:

- Google Classroom
- Google Forms
- Google Photos
- Flipgrid

**Seventh Grade
Unit 2
Performing**

Desired Results

Goals:

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.
 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
 1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience.

Students will know and be able to...

- Demonstrate an understanding of the structural components of a scene (i.e. dialogue, stage directions). Working in small groups construct a short scene that has a clear beginning, middle and end, and uses familiar characters and/or situations.
- Analyze directorial choices (i.e. blocking and staging) by comparing and contrasting student interpretations of the same scene.
- Design and create costumes and props that accurately reflect the character and setting of the play.

Interdisciplinary Connections

ELA: RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Activity: Analyze how particular elements of the performance create different interpretations.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. Activity: When working in a small group, practice strategies for solving problems.

9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: List the communication, collaboration and leadership skills needed for career as a set designer, lighting designer, sound designer, costume and makeup designer, etc.

Computer Science and Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Create a document to compose an analysis of directorial choices.

Assessment Evidence

Formative:

- Teacher observation
- Anecdotal notes

Summative:

- Give your students the following oral instructions:
 “As a group, research the theatrical time period that you have been assigned. You will need to research the historical structures and innovations of this time period, as well as how this time period impacted society and culture. Complete the worksheet with information about your time period and an illustration or picture of a costume from the era.
 Divide lines from the open scene among the members of your group and memorize them. Use all of this research to perform your scene, being sure to fully commit to the directorial choices you have made.
 You will be responsible for applying all of the characteristics of this time period to the performance. Create costumes appropriate to the time period.”

Alternative:

- Portfolio

Benchmark:

- Performance scored by a rubric

Resources**Core Materials:**

Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor

Supplemental Materials:

- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u3.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u3.pdf>

Technology:

- Google Classroom
- Google Forms
- Google Photos
- Flipgrid

Seventh Grade**Unit 3****Aesthetic Responses & Critique Methodologies****Desired Results****Goals:**

- 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
- 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.
- 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
- 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
- 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.
- 1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.
- 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
- 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

Students will know and be able to...

- Analyze the use of theatrical conventions and cultural norms employed in diverse theatrical works. Apply that understanding of cultural norms and theatrical conventions to scene work.
- Analyze theatre masterworks that were used for utilitarian and non-utilitarian purposes. Collaborate in the creation of a scene used for utilitarian purpose and a scene for non-utilitarian purpose.
- Distinguish artistic styles, trends, and movements in theatre within diverse cultures and historical eras. Collaborate in the creation of an original scene emulating a culturally specific theatrical form and/or historically accurate theatrical style.
- Interpret symbolism and metaphors used in selected theatre masterworks. Apply the use of symbolism and metaphor to an original scene.
- Analysis of the form, function, craftsmanship, and originality of representative theatre master works and self or peer-generated scene work. Develop and apply rubrics and holistic scoring guides to objectively evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

Interdisciplinary Connections
<p>ELA: W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Activity: Conduct short research projects on the use of theatrical conventions and cultural norms.</p>
Career Readiness, Life Literacies, and Key Skills
<p>Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. Activity: Practice using reliable research strategies to search for new information.</p> <p>9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. Activity: Discuss the importance of research skills and selective social media posting in future careers.</p>
Computer Science and Design Thinking
<p>Data & Analysis CI: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Analyze the form, function, craftsmanship, and originality of representative theatre masterworks using the appropriate digital tools.</p>
Assessment Evidence
<p>Formative:</p> <ul style="list-style-type: none"> Teacher observation Anecdotal notes <p>Summative:</p> <ul style="list-style-type: none"> Give students the following oral instructions: <ul style="list-style-type: none"> You will be assigned a fable or story. You are responsible for adapting the story into a short theatrical scene. You must write out the scene following the correct playwriting format. Your story cannot have a narrator. Instead, the story must be communicated through what the characters say (dialogue) and what the characters do (stage direction). <p>Alternative:</p> <ul style="list-style-type: none"> Portfolio <p>Benchmark:</p> <ul style="list-style-type: none"> Performance scored by a <u>rubric</u>
Resources
<p>Core Materials:</p> <p><i>Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor</i></p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u4.pdf https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u4.pdf <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Google Forms Google Photos Flipgrid

<p style="text-align: center;">Seventh Grade Unit 4 History of the Arts and Culture</p>
<p style="text-align: center;">Desired Results</p>
<p>Goals:</p> <p>1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.</p> <p>1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.</p> <p>1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.</p>
<p><i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> • Categorize historical innovations in Western and non-Western theatre history up to and including the early 18th century that stemmed from the creation of new technologies. • Distinguish ways that theater has reflecting and impacted the society and culture of its time in Western and non-Western theatrical traditions up to and including the early 18th Century. • Identify major historical periods of Western theater and characterize the role of theater in various eras and cultures including English Renaissance Theatre, the Restoration period, the Elizabethan stage (e.g., morality plays designed to teach morals, Restoration comedies utilizing topical writing for mixed class audiences, “Machine Plays” for commercial spectacle etc.). • Identify principal types of theatre spaces and performance styles typically associated Western theatre as well as non-Western theatrical traditions such as Noh Theatre, Bunraku, Chinese shadow puppetry etc.), up to and including the early 18th century. Apply similar conventions to scene work emulating a variety of Western and non-Western theatrical traditions. • Identify differences in plot structure based on viewing and reading examples of plays from different historical eras. • Identify difference in relationship between audience and performer based on viewing and reading examples of plays from different historical eras. • Describe three primary differences between representative Western and non-Western theatrical performances.
<p style="text-align: center;">Interdisciplinary Connections</p>
<p>ELA: W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Activity: Conduct a short research project on Western and non-Western theatrical traditions up to and including the early 18th Century.</p>
<p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p>
<p>Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. Activity: Practice using reliable research strategies to search for new information.</p> <p>9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. Activity: Reflect on progress and set goals for improvement.</p>
<p style="text-align: center;">Computer Science and Design Thinking</p>
<p>Data & Analysis CI: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Research ways that theater has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions up to and including the early 18th Century using reliable sources and appropriate digital tools.</p>

Assessment Evidence
<p>Formative:</p> <ul style="list-style-type: none"> Teacher observation Anecdotal notes <p>Summative:</p> <ul style="list-style-type: none"> Identify major historical periods of Western theater and characterize the role of theater in various eras <p>Alternative:</p> <ul style="list-style-type: none"> Portfolio <p>Benchmark:</p> <ul style="list-style-type: none"> Performance scored by a <u>rubric</u>
Resources
<p>Core Materials:</p> <p><i>Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor</i></p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> Teacher created materials <p>Technology:</p> <ul style="list-style-type: none"> Google Classroom Google Forms Google Photos Flipgrid

Eighth Grade Unit 1 Creative Process
Desired Results
<p>Goals:</p> <p>1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</p> <p>1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</p> <p>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p> <p>1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.</p> <p>1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.</p> <p>1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.</p> <p>1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.</p> <p>1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</p> <p><i>Students will know and be able to...</i></p>

- Break down a short play or an Act of a play into French Scenes. Analyze the French Scenes for character objectives, tactics and subtext. Use the script analysis to make informed choices in the portrayal of multidimensional characters. Demonstrate several ways a scene could be played that are supported by the script.
- Define three types of stages: proscenium, thrust, and arena by drawing diagrams of each, and describe pros and cons for both the actors, designers, directors and audience members specific to each of these types of theatre spaces.
- Choose an area of interest in theatre design and production (e.g., sets, props, lights, sound, costume or makeup) and work in that capacity for a class produced scene or one-act.

Interdisciplinary Connections

ELA: RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. Activity: Analyze a scene to interpret how lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. Activity: Practice using technical skills to create a document with a table to record notes.

9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Activity: Research careers in theatre related to design and production (e.g., sets, props, lights, sound, costume or makeup).

Computer Science and Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Create a document with a table to define three types of stages and the pros and cons of each.

Assessment Evidence

Formative:

- Teacher observation
- Anecdotal notes

Summative:

- Task 1: Give your students the following oral instructions:
 - Read the script of your play.
 - You will be assigned a character to focus on.
 - Use the worksheet provided
 - o to identify your character's objective,
 - o to give examples of various tactics used by the characters to achieve their objective,
 - o to give examples of subtext evident in the script that affects the character and how they attempt to achieve their objective,
 - o to examine how these elements come together to create a believable character.
 - Then you will perform a scene from the play, applying the objective you identified for your character and appropriate tactics to your performance.
- Task 2: Give your students the following oral instructions:
 - Read your scene as a group.
 - You will be given a design vision statement for your play. Discuss the following:
 - o setting
 - o time period
 - o the themes of the play
 - o mood and atmosphere (that will best communicate the themes of the play)
 - o overall look or feel (that will best communicate the themes of the play).
 - It is important that you work with your group to create one unified design concept. The costumes, makeup, scenery, lights and sound should all work together to create the world of

the play.

- Put your name on your worksheet.
- Using the design role assigned to you by your teacher, decide how you will bring the vision statement to life by completing the corresponding handout. Be sure to justify your design choices in the Design Vision portion of your worksheet.
- Assemble all of the worksheets together to hand in.
- Complete the quiz individually as your teacher directs.

Alternative:

- Portfolio

Benchmark:

- Performance scored by a rubric

Resources

Core Materials:

Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor

Supplemental Materials:

- Teacher created materials
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68ul.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68ul.pdf>

Technology:

- Google Classroom
- Google Forms
- Google Photos
- Flipgrid

**Eighth Grade
Unit 2
Performing**

Desired Results

Goals:

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience.

Students will know and be able to...

- Demonstrate an understanding of the structural components of a play (i.e. exposition, conflict, rising action, climax, falling action, resolution). Collaborate to write a short play based on a historical or current event.
- Direct a short scene in collaboration that demonstrates a directorial vision and choices.
- Research various theatre personnel and their responsibilities and the skills and training that go into the position and how they work collaboratively to make a theatre production.

Interdisciplinary Connections

ELA: W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Activity: Compose a short play using the structural components of a play.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. Activity: When working in a small group, practice strategies to keep members productive and on task.

9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Discuss the importance of integrity, leadership and effective management in future careers.

Computer Science and Design Thinking

Data & Analysis CI: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Create a document to compose a short play.

Assessment Evidence

Formative:

- Teacher observation
- Anecdotal notes

Summative:

- Give your students the following oral instructions:
“As a group, research the theatrical time period that you have been assigned. You will need to research the historical structures and innovations of this time period, as well as how this time period impacted society and culture. Complete the worksheet with information about your time period and an illustration or picture of a costume from the era.
Divide lines from the open scene among the members of your group and memorize them. Use all of this research to perform your scene, being sure to fully commit to the directorial choices you have made. You will be responsible for applying all of the characteristics of this time period to the performance. Create costumes appropriate to the time period.”

Alternative:

- Portfolio

Benchmark:

- Performance scored by a rubric

Resources

Core Materials:

Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor

Supplemental Materials:

- Teacher created materials
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u3.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u3.pdf>

Technology:

- Google Classroom
- Google Forms
- Google Photos
- Flipgrid

<p style="text-align: center;">Eighth Grade Unit 3 Aesthetic Responses & Critique Methodologies</p>	
Desired Results	
<p>Goals:</p> <p>1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.</p> <p>1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.</p> <p>1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.</p> <p>1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.</p> <p>1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.</p> <p>1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.</p> <p>1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</p> <p>1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.</p>	
<p><i>Students will know and be able to...</i></p> <ul style="list-style-type: none"> • Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. Create and perform in stylistically nuanced scene work from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play. • Interpret symbolism and metaphors used in selected theatre masterworks; apply metaphor and symbolism in the creation and performance of an original scene, and interpret symbolism and metaphors used in theatre scenes created by peers. • Differentiate between “traditional” and non-traditional theatre masterworks and analyze the form, function, craftsmanship, and originality of the work. • Differentiate among basic formal structures and technical proficiency of artists in peer and professional theatrical productions and use rubrics and scoring guides to evaluate the effectiveness of a theatre work. • Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. 	
Interdisciplinary Connections	
<p>ELA: RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Activity: Analyze symbolism and metaphors used in selected theatre masterworks.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. Activity: Practice active listening and speaking clearly when working in small groups.</p> <p>9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. Activity: Discuss the importance of communication, personal choices, and collaboration in future careers.</p>	
Computer Science and Design Thinking	
<p>8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual’s everyday activities and career options. Activity: Create a document to compose an analysis essay interpreting symbolism and metaphors used in selected theatre masterworks.</p>	
Assessment Evidence	

Formative:

- Teacher observation
- Anecdotal notes

Summative:

- Give students the following oral instructions:
 - You will be assigned a fable or story. You are responsible for adapting the story into a short theatrical scene.
 - You must write out the scene following the correct playwriting format.
 - Your story cannot have a narrator. Instead, the story must be communicated through what the characters say (dialogue) and what the characters do (stage direction).

Alternative:

- Portfolio

Benchmark:

- Performance scored by a rubric

Resources**Core Materials:**

Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor

Supplemental Materials:

- Teacher created materials
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u4.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u4.pdf>

Technology:

- Google Classroom
- Google Forms
- Google Photos
- Flipgrid

Eighth Grade
Unit 4
History of the Arts and Culture

Desired Results**Goals:**

- 1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.
- 1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
- 1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

Students will know and be able to...

- Categorize historical innovations in Western and non-Western theatre history up to and including the early 20th century that stemmed from the creation of new technologies.
- Distinguish ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions.
- Apply characteristics of various Western and non-Western theatrical traditions to scene work that emulates theatre of various and diverse eras and cultures up to and including the 21st Century.

<ul style="list-style-type: none"> • Compare universal characters in dramas from various historical eras and/or cultures and illustrate in a scripted or improvised scene. • Create and perform a theatre piece using masks from a chosen historical era or tradition (e.g., Greek, Commedia Dell'Arte).
Interdisciplinary Connections
ELA: W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Activity: Use various search terms to find information from multiple print and digital sources.
Career Readiness, Life Literacies, and Key Skills
Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration and communicate effectively. Activity: Practice using reliable research strategies to search for new information.
9.2 Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. Activity: Reflect on progress and set goals for improvement.
Computer Science and Design Thinking
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Conduct research to distinguish ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions using reliable sources.
Assessment Evidence
<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation • Anecdotal notes <p>Summative:</p> <ul style="list-style-type: none"> • Research and create a presentation regarding historical innovations in Western and non-Western theatre history <p>Alternative:</p> <ul style="list-style-type: none"> • Portfolio <p>Benchmark:</p> <ul style="list-style-type: none"> • Performance scored by a <u>rubric</u>
Resources
<p>Core Materials:</p> <p><i>Teaching Drama: The Essential Handbook: 16 Ready-to-Go Lesson Plans to Build a Better Actor</i></p> <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Teacher created materials • https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u4.pdf • https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u4.pdf <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Google Forms • Google Photos • Flipgrid

Bibliography

Visual Performing Arts (K-12) Model Curriculum, NJ Department of Education