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| Created on: | July 16, 2015 |
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| OCEAN COUNTY  Visual and Performing Arts  Curriculum | | |
| Content Area: Visual and Performing Arts | | |
| Course Title: Honors Acting | | Grade Level: 10-12 |
| UNIT 1: Review/Advanced Improvisation and Pantomime |  | |
| UNIT 2:Theatre History |  | |
| UNIT 3:Advanced Scene Study |  | |
| UNIT 4:Careers In Theatre |  | |
| UNIT 5:One Act Play: From Audition to Performance |  | |
| UNIT 6:Student Director |  | |

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| **Ocean County**  **VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 1 Overview** |
| **Content Area: Visual and Performing Arts** |
| **Unit 1 Title: Review/Advanced Improvisation** |
| **Target Course / Grade Level: 10-12** |
| **Unit 1 Summary:**  This unit has developed to bring the student actor to the advanced level through improvisations and pantomimed scene.  **Primary interdisciplinary connections:Literacy**  **College and Career Readiness:**  **CPR4: Communicate clearly and effectively and with reason**  Career ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and or visual methods. THey communicate in the workplace with clarity and purpose to make maximum use of their own and others time. The are excellent writers, they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.  **CPR6:Demonstrate creativity and innovation**  Career ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve organization. They can consider unconventional ideas and suggestions as solutions to issues, task or problems, and they discern which ideas and suggestions will add the greatest value. They seek new methods, practices and idea from a variety of sources and seek to apply those ideas to their own workplace. They take action and understand how to bring innovation to an organization.  **CPR8: Utilize critical thinking to make sense of problems and persevere in solving them**  Career ready individuals readily recognize problems in the workplace, understand the nature of the problem and devise effective plans to solve the problem. They are aware of the problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem. Once a solution is agreed they follow through to ensure the problem is solved, whether through their own actions or the actions of others.  **CPR12.Work productively in teams while using cultural global competence.**  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase engagement and contribution of all team members. They plan and facilitate effective team meetings.  **21st century themes:**  **9.3 Career and Technical Education:Technology and Communications Career Cluster**  **9.3.12.AR.PRF.5: Explain key issues affecting the creation of character, acting skills and roles.**  **9.3.12.AR-PRF.6: Create stage, film television or electronic media scripts in a variety of traditional and current formats.**  **National Core Arts Standards:** CR-Creating: Conceiving and developing new artistic ideas and work.Anchor Standard #1. Generate and conceptualize artistic ideas and work.Anchor Standard #2. Organize and develop artistic ideas and work.Anchor Standard #3. Refine and complete artistic work.PR-Performing, Presenting,and ProducingPerforming (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.Presenting (visual arts): Interpreting and sharing artistic work.Producing (media arts): Realizing and presenting artistic ideas and work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.  Anchor Standard #5. Develop and refine artistic work for presentation.  Anchor Standard #6. Convey meaning through the presentation of artistic work.  **RE: Responding Understanding and evaluating how the arts convey meaning.**  Anchor Standard #7. Perceive and analyze artistic work.  Anchor Standard #8. Interpret intent and meaning in artistic work.  Anchor Standard #9. Apply criteria to evaluate artistic work.    **CN: Connecting: Relating artistic ideas and work with personal meaning and external context.**  Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.  Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. |

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| **Learning Targets** |
| **Content Standards:**  **1.1 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.**  **1.3 Performance:**  **All students will synthesize those skills , media methods and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre and visual art.** |

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| Number | NJ/ Common Core Standard for Mastery |
| VPA.1.1.12.C.CS2 | **Characters have physical, emotional; and social dimensions that can be communicated through the application of acting techniques.** |
| VPA.1.3.12.C.CS1 | **Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors and designers. Theatre genres are created by combining complex narrative structures, technical theatre elements, and thematic intent.** |
| VPA.1.3.12.C.CS2 | **Presentation of believable, multidimensional characters in scripted and improvised performances a requires application of specific physical choices, sustained vocal technique, and clearly motivated actors.** |
| VPA.1.3.12.C2 | **Create and evaluate performances by citing evidence of specific choices, sustained vocal technique, and clearly motivated actions.** |

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| * What are the elements of a well‐developed character? * How does the actor relate to their other actors in an improvised scene? * How does the actor improve their improvisation skills and apply it to their scene? * Why does the actor need to continue to do improvisations? | *Students will understand that…*   * Communication skills are important when working in a group. * Problem solving needs to be developed to work individually or within a group. * The execution of improvisational skills are used for character creation, exploration, storyline development and spontaneity. |
| **Unit Objectives**  *Students will know…*   * Improvisation * Pantomime * Settings | **Unit Objectives**  *Students will be able to…*   * create detailed improvisations when given a situation by the teacher. * Utilize criteria when responding or participating in the theatrical and to understand how to articulate to one’s own work. |

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| **Ocean County Visual and Performing Arts Curriculum** |
| **Unit Formative Assessments**   * Written Quizzes and Tests * Workbook activities * Group and individual Projects * Oral Questions/Discussions * Self Assessment * Peer Assessment |
| **Unit Summative Assessments**   * Teacher Observations of: * Successful work in groups or pairs * Script Memorization * Active & Positive Participation |
| **Modification (ELLs, Special Education, Gifted and Talented)**   * Preferred Seating * Small group/independent instruction * Handouts * Follow IEP/504 Modifications * Extended Time * Advanced assignments for gifted and talented |
| **Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources**   * Theatre Games for Young Performers * Improvisation Starters * Spontaneous Performance-Acting Through Improv * Drama Games and Improvs |
| **Suggested Activities:**  Students will be put into groups of 2 or 3. After a situation has been selected, the students will perform an improvised scene for the class. Creating character relationships with each other. |

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| **Ocean County**  **VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 2 Overview** | |
| **Content Area: Visual and Performing Arts** | |
| **Unit 2 Title: Theatre History** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 2 Summary:**  This unit has been developed for the exploration and origin of the art and craft of acting/theatre.  **Primary interdisciplinary connections:**  History: World Civilizations  **College and Career Readiness:**  **CPR4: Communicate clearly and effectively and with reason**  Career ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and or visual methods. THey communicate in the workplace with clarity and purpose to make maximum use of their own and others time. The are excellent writers, they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.  **CPR6:Demonstrate creativity and innovation**  Career ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve organization. They can consider unconventional ideas and suggestions as solutions to issues, task or problems, and they discern which ideas and suggestions will add the greatest value. They seek new methods, practices and idea from a variety of sources and seek to apply those ideas to their own workplace. They take action and understand how to bring innovation to an organization.  **CPR8: Utilize critical thinking to make sense of problems and persevere in solving them**  Career ready individuals readily recognize problems in the workplace, understand the nature of the problem and devise effective plans to solve the problem. They are aware of the problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem. Once a solution is agreed they follow through to ensure the problem is solved, whether through their own actions or the actions of others.  **CPR12.Work productively in teams while using cultural global competence.**  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase engagement and contribution of all team members. They plan and facilitate effective team meetings.  **National Core Arts Standards:** CR-Creating: Conceiving and developing new artistic ideas and work.Anchor Standard #1. Generate and conceptualize artistic ideas and work.Anchor Standard #2. Organize and develop artistic ideas and work.Anchor Standard #3. Refine and complete artistic work.PR-Performing, Presenting,and ProducingPerforming (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.Presenting (visual arts): Interpreting and sharing artistic work.Producing (media arts): Realizing and presenting artistic ideas and work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.  Anchor Standard #5. Develop and refine artistic work for presentation.  Anchor Standard #6. Convey meaning through the presentation of artistic work.  **RE: Responding Understanding and evaluating how the arts convey meaning.**  Anchor Standard #7. Perceive and analyze artistic work.  Anchor Standard #8. Interpret intent and meaning in artistic work.  Anchor Standard #9. Apply criteria to evaluate artistic work.    **CN: Connecting: Relating artistic ideas and work with personal meaning and external context.**  Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.  Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.  **21st century themes:**  **9.3 Career and Technical Education:Technology and Communications Career Cluster**  **9.3.12.AR.PRF.5: Explain key issues affecting the creation of character, acting skills and roles.**  **9.3.12.AR-PRF.6: Create stage, film television or electronic media scripts in a variety of traditional and current formats.** | |
| **Learning Targets** | |
| **Content Standards**  **Content Standards**  **1.1 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.**  **1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art, dance,music, theatre and visual art.** | |
| Number | Common Core Standard for Mastery |
| VPA1.1.12.C.1 | Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and no-Western theatre traditions |
| VPA.1.1.12.C.CS1 | Theatre and the arts play a significant role in human history and culture. |
| VPA.1.4.12.A.1 | Use contextual clues to differentiate between unique and common properties and discern the cultural implications of works of dance, music, theatre and visual art. |
| VPA.1.4.12.A.3 | Develop informed personal responses to an assortment of artworks across the four arts discipline (dance, music, theatre and visual arts)using historical significance, craftmanship, cultural context, and originality as criteria for assigning value to the work |
| VPA.1.4.12.B.3 | Determine the role of art and art making in a global society by analyzing the influence technology on the visual, performing and multi-media arts for consumer, creator and performers around the world. |
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| * Where did theatre come from? * Who were the first actors and playwrights? * What were the contributions of early cultures? * How did theatre develop through time? | *Students will understand that…*   * Greek, Roman, Elizabethan, Oriental and Restoration elements are present in contemporary theatre. * The Ancient Greek playwrights included Sophocles,Euripides,Aristophanes * The role Thespis played in the development of the actor |
| **Unit Objectives**  *Students will know…*   * The meaning of: * Chorus * Orchestra * Greek Theatre * Eastern Theatre * Oriental Theatre * Restoration Theatre * Tragedy * Comedy * 19th Century Drama * Masks * Sophocles * Aristophenes * Thespis/Thespian | **Unit Objectives**  *Students will be able to…*   * Compare Roman,Greek, Eastern and Oriental Theatre. * Explain the structure of outdoor theatre. * Analyze themes of the ancient Greek tragedies within historical context. |

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| **Ocean County Visual & Performing Arts Curriculum** |
| **Unit Formative Assessments**   * Written Quizzes and Tests * Workbook activities * Group and individual Projects * Oral Questions/Discussions * Self Assessment * Peer Assessment |
| **Unit Summative Assessments**   * Teacher Observations of: * Successful work in groups or pairs * Script Memorization * Active & Positive Participation |
| **Modification (ELLs, Special Education, Gifted and Talented)**   * Preferred Seating * Small group/independent instruction * Handouts * Follow IEP/504 Modifications * Extended Time * Advanced assignments for gifted and talented |
| **Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources**  Basic Drama Projects Text by Fran Averett Tanner 7th Edition |

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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 3 Overview** | |
| **Content Area: Visual and Performing Arts** | |
| **Unit 3 Title: Advanced Scene Study** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 3 Summary:**  Unit 3 has been developed for the student actor to become knowledgeable of the different acting methods created by Constantin Stanislavski and Uta Hagen. The student will learn how to apply these techniques when creating a character.  **Primary interdisciplinary connections: Literacy**  **College and Career Readiness:**  **CPR4: Communicate clearly and effectively and with reason**  Career ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and or visual methods. THey communicate in the workplace with clarity and purpose to make maximum use of their own and others time. The are excellent writers, they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.  **CPR6:Demonstrate creativity and innovation**  Career ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve organization. They can consider unconventional ideas and suggestions as solutions to issues, task or problems, and they discern which ideas and suggestions will add the greatest value. They seek new methods, practices and idea from a variety of sources and seek to apply those ideas to their own workplace. They take action and understand how to bring innovation to an organization.  **CPR8: Utilize critical thinking to make sense of problems and persevere in solving them**  Career ready individuals readily recognize problems in the workplace, understand the nature of the problem and devise effective plans to solve the problem. They are aware of the problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem. Once a solution is agreed they follow through to ensure the problem is solved, whether through their own actions or the actions of others.  **CPR12.Work productively in teams while using cultural global competence.**  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase engagement and contribution of all team members. They plan and facilitate effective team meetings.  **21st century themes:**  **9.3 Career and Technical Education:Technology and Communications Career Cluster**  **9.3.12.AR.PRF.5: Explain key issues affecting the creation of character, acting skills and roles.**  **9.3.12.AR-PRF.6: Create stage, film television or electronic media scripts in a variety of traditional and current formats.**  **National Core Arts Standards:** CR-Creating: Conceiving and developing new artistic ideas and work.Anchor Standard #1. Generate and conceptualize artistic ideas and work.Anchor Standard #2. Organize and develop artistic ideas and work.Anchor Standard #3. Refine and complete artistic work.PR-Performing, Presenting,and ProducingPerforming (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.Presenting (visual arts): Interpreting and sharing artistic work.Producing (media arts): Realizing and presenting artistic ideas and work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.  Anchor Standard #5. Develop and refine artistic work for presentation.  Anchor Standard #6. Convey meaning through the presentation of artistic work.  **RE: Responding Understanding and evaluating how the arts convey meaning.**  Anchor Standard #7. Perceive and analyze artistic work.  Anchor Standard #8. Interpret intent and meaning in artistic work.  Anchor Standard #9. Apply criteria to evaluate artistic work.    **CN: Connecting: Relating artistic ideas and work with personal meaning and external context.**  Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.  Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. | |
| **Learning Targets** | |
| **Content Standards**  **1.1 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.**  **1.3 Performance: All students will synthesize those skills , media methods and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre and visual art.**  **1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art, dance,music, theatre and visual art.** | |
| Number | Common Core Standard for Mastery |
| VPA.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.** |
| VPA.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.** |
| VPA.1.1.12.C.CS2 | **Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.** |
| VPA.1.1.12.C.CS3 | **Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.** |
| VPA.1.3.12.C.CS1 | **Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.** |
| VPA.1.3.12.C.CS2 | **Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.** |
| VPA.1.4.12.B.1 | **Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.** |
| VPA.1.4.12.B.2 | **Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.** |
| VPA.1.3.12.C.2 | Create and evaluate performances by citing evidence of specipic physical choices sustained vocal technique and clearly motivated actions. |

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| * Who is Constantin Stanislavski * Who is Uta Hagen? * What is method acting? * How does an actor select a scene for performance? * How does an actor prepare for performance? * What are the obstacles an actor must overcome? | *Students will understand that…*   * Skills developed in performance such as vocal clarity, communication, team work and self expression prepare students for both theatrical and non-theatrical careers. * A successful actor will exhibit the ability to behave truthfully under imaginary circumstances. * The process of character development extends beyond the written text, and into carefully |
| **Unit Objectives**  *Students will know…*   * Blocking * Sub Text * Constantin Stanislavski * Uta Hagen * Method Acting | **Unit Objectives**  *Students will be able to…*   * Co operate and manage time in the course of a rehearsal * Develop varied characters * Analyze text to make informed characterization decisions * Utilize knowledge of set and costume design to create believable performance |

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| **Ocean County Visual and Performing Arts Curriculum** | |
| **Unit Formative Assessments**   * Written Quizzes and Tests * Workbook activities * Group and individual Projects | * Oral Questions/Discussions * Self Assessment * Peer Assessment |
| **Unit Summative Assessments**   * Teacher Observations of: * Successful work in groups or pairs | * Script Memorization * Active & Positive Participation |
| **Modification (ELLs, Special Education, Gifted and Talented)**   * Preferred Seating * Small group/independent instruction * Handouts | * Follow IEP/504 Modifications * Extended Time * Advanced assignments for gifted and talented |
| **Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources**  Acting is Believing by Charles McGraw  BAsic Drama ProjectS | |

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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 4 Overview** | |
| **Content Area: Visual and Performing Arts** | |
| **Unit 4 Title: Careers in Theatre** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 1 Summary:**  Unit 4 informs the student actor about different careers in theatre, on stage and behind the scenes. Additional content includes audition techniques which will guide the actor to be prepared to audition for acting jobs.  **Primary interdisciplinary connections:**  Literacy  **College and Career Readiness:**  **College and Career Readiness:**  **CPR4: Communicate clearly and effectively and with reason**  Career ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and or visual methods. THey communicate in the workplace with clarity and purpose to make maximum use of their own and others time. The are excellent writers, they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.  **CPR6:Demonstrate creativity and innovation**  Career ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve organization. They can consider unconventional ideas and suggestions as solutions to issues, task or problems, and they discern which ideas and suggestions will add the greatest value. They seek new methods, practices and idea from a variety of sources and seek to apply those ideas to their own workplace. They take action and understand how to bring innovation to an organization.  **CPR8: Utilize critical thinking to make sense of problems and persevere in solving them**  Career ready individuals readily recognize problems in the workplace, understand the nature of the problem and devise effective plans to solve the problem. They are aware of the problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem. Once a solution is agreed they follow through to ensure the problem is solved, whether through their own actions or the actions of others.  **CPR12.Work productively in teams while using cultural global competence.**  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase engagement and contribution of all team members. They plan and facilitate effective team meetings.  **21st century themes:**  **9.3 Career and Technical Education:Technology and Communications Career Cluster**  **9.3.12.AR.PRF.5: Explain key issues affecting the creation of character, acting skills and roles.**  **9.3.12.AR-PRF.6: Create stage, film television or electronic media scripts in a variety of traditional and current formats.**  **National Core Arts Standards:** CR-Creating: Conceiving and developing new artistic ideas and work.Anchor Standard #1. Generate and conceptualize artistic ideas and work.Anchor Standard #2. Organize and develop artistic ideas and work.Anchor Standard #3. Refine and complete artistic work.PR-Performing, Presenting,and ProducingPerforming (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.Presenting (visual arts): Interpreting and sharing artistic work.Producing (media arts): Realizing and presenting artistic ideas and work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.  Anchor Standard #5. Develop and refine artistic work for presentation.  Anchor Standard #6. Convey meaning through the presentation of artistic work.  **RE: Responding Understanding and evaluating how the arts convey meaning.**  Anchor Standard #7. Perceive and analyze artistic work.  Anchor Standard #8. Interpret intent and meaning in artistic work.  Anchor Standard #9. Apply criteria to evaluate artistic work.    **CN: Connecting: Relating artistic ideas and work with personal meaning and external context.**  Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.  Anchor Standard #11. Relate artistic ideas cultural and historical context to deepen understanding. | |
| **Learning Targets** | |
| **Content Standards**  **1.1 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.**  **1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art, dance,music, theatre and visual art.** | |
| Number | Common Core Standard for Mastery |
| VPA.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.** |
| VPA.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.** |
| VPA.1.1.12.C.CS1 | **Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.** |
| VP.1.4.12..C 1 | **Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.** |

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| * What is the difference between an amatuer and professional? * What is community theatre and how does an actor get involved? * How should an actor prepare for an acting career? * What degree should an actor strive to achieve? * What careers are available to an individual backstage? * How should a performance resume be written? | *Students will understand that…*   * There are many different fields that one can choose to enter if he or she has a background in the performing arts. |
| **Unit Objectives**  *Students will know…*   * Amateur * Professional * Community Theatre * Professional Theatre * Regional Theatre & Tours * Performance Resume * Stage Crew * Acting/Stage Crew Unions | **Unit Objectives**  *Students will be able to…*   * Be prepared for an audition for an amatuer and a professional production. * Define the difference between an amateur and professional * Pinpoint the best locations for professional actors * Write a resume |

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| **Ocean County Visual and Performing Arts Curriculum** |
| **Unit Formative Assessments**   * Written Quizzes and Tests * Workbook activities * Group and individual Projects * Oral Questions/Discussions * Self Assessment * Peer Assessment |
| **Unit Summative Assessments**   * Teacher Observations of: * Successful work in groups or pairs * Script Memorization * Active & Positive Participation |
| **Modification (ELLs, Special Education, Gifted and Talented)**   * Preferred Seating * Small group/independent instruction * Handouts * Follow IEP/504 Modifications * Extended Time * Advanced assignments for gifted and talented |
| **Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources**  Theatre arts: The Dynamics of Acting by Dennis Caltigone  Basic Drama Projects ny Fran Tanner  Class Act Reproductables |
| **Resume Wiring,Jobs in Theatre Crossword,Volunteers Word Search** |

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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 5 Overview** | |
| **Content Area: VISUAL AND PERFORMING ARTS** | |
| **Unit 5 Title: One Act Play-From Audition to Performance** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 5 Summary:**  Unit 5 takes the student actor from casting through to performance of a One Act play. Students will integrate scene work from the prior units into their performance  **Primary interdisciplinary connections:**  Literacy  **College and Career Readiness:**  **CPR4: Communicate clearly and effectively and with reason**  Career ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and or visual methods. THey communicate in the workplace with clarity and purpose to make maximum use of their own and others time. The are excellent writers, they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.  **CPR6:Demonstrate creativity and innovation**  Career ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve organization. They can consider unconventional ideas and suggestions as solutions to issues, task or problems, and they discern which ideas and suggestions will add the greatest value. They seek new methods, practices and idea from a variety of sources and seek to apply those ideas to their own workplace. They take action and understand how to bring innovation to an organization.  **CPR8: Utilize critical thinking to make sense of problems and persevere in solving them**  Career ready individuals readily recognize problems in the workplace, understand the nature of the problem and devise effective plans to solve the problem. They are aware of the problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem. Once a solution is agreed they follow through to ensure the problem is solved, whether through their own actions or the actions of others.  **CPR12.Work productively in teams while using cultural global competence.**  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase engagement and contribution of all team members. They plan and facilitate effective team meetings.  **21st century themes:**  **9.3 Career and Technical Education:Technology and Communications Career Cluster**  **9.3.12.AR.PRF.5: Explain key issues affecting the creation of character, acting skills and roles.**  **9.3.12.AR-PRF.6: Create stage, film television or electronic media scripts in a variety of traditional and current formats.**  **National Core Arts Standards:** CR-Creating: Conceiving and developing new artistic ideas and work.Anchor Standard #1. Generate and conceptualize artistic ideas and work.Anchor Standard #2. Organize and develop artistic ideas and work.Anchor Standard #3. Refine and complete artistic work.PR-Performing, Presenting,and ProducingPerforming (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.Presenting (visual arts): Interpreting and sharing artistic work.Producing (media arts): Realizing and presenting artistic ideas and work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.  Anchor Standard #5. Develop and refine artistic work for presentation.  Anchor Standard #6. Convey meaning through the presentation of artistic work.  **RE: Responding Understanding and evaluating how the arts convey meaning.**  Anchor Standard #7. Perceive and analyze artistic work.  Anchor Standard #8. Interpret intent and meaning in artistic work.  Anchor Standard #9. Apply criteria to evaluate artistic work.    **CN: Connecting: Relating artistic ideas and work with personal meaning and external context.**  Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.  Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. | |
| **Learning Targets** | |
| **Content Standards**  **1.1 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.**  **1.3 Performance: All students will synthesize those skills , media methods and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre and visual art.**  **1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art, dance,music, theatre and visual art.** | |
|  | Common Core Standard for Mastery |
| VPA.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.** |
| VPA.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.** |
| VPA.1.1.12.C.CS2 | **Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.** |
| VPA.1.1.12.C.CS3 | **Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.** |
| VPA.1.3.12.C.CS1 | **Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.** |
| VPA.1.3.12.C.CS2 | **Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.** |
| VPA.1.4.12.B.2 | **Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.** |
| VPA.1.4.12.B.CS2 | |  | | --- | | **The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.** | |
| VPA.1.1.12.D.2 | **Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.** |

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| * What are the elements of a well‐developed character? * How does a director select a one act play appropriate for a student audience? * How does a director cast the appropriate actor for each role? * What is the responsibility of the stage manager and assistant to the director? * How does the student actors rehearse within the restraints? * What is a dress rehearsal? | *Students will understand that…*   * Time management while rehearsing is vital to a great performance. * Taking direction and constructive criticism improves the actor's performance. * Good theatrical performances are created through hard work and professional behavior. |
| **Unit Objectives**  *Students will know…*   * Characterization * Objective * Observation * Portrayal * Physical Appearance * Subtext * Text * Coloring * Set Design * Props * Costumes * How to develop the discipline of oral communication, including breath control, proper voice placement, good projection, clear articulation, and the interpretation and communication of idea through rehearsal. * How to create a list of props, costumes and set designs for their performance. | **Unit Objectives**  *Students will be able to…*   * Demonstrate an understanding of script writing techniques through writing, rehearsing and performing. * Demonstrate effective character and script analysis through performance. * Understand how to utilize criteria when responding or participating in the theatrical work and to understand how to articulate responses to one’s own work. |

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| **Ocean County Visual and Performing Arts Curriculum** |
| **Unit Formative Assessments**   * Written Quizzes and Tests * Workbook activities * Group and individual Projects * Oral Questions/Discussions * Self Assessment * Peer Assessment * Set design |
| **Unit Summative Assessments**  Teacher Observations of:   * Successful work in groups or pairs * Script Memorization * Character Analysis * Active & Positive Participation |
| **Modification (ELLs, Special Education, Gifted and Talented)**   * Preferred Seating * Small group/independent instruction * Handouts * Follow IEP/504 Modifications * Extended Time * Advanced assignments for gifted and talented |
| **Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources**   * **Theatre Arts: The Dynamics of Acting** * **Improvisation and Theatre Games** * [**www.bhplayhouse.com**](http://www.bhplayhouse.com) * [**www.actorama.com**](http://www.actorama.com) * **Various ONE-ACT PLAYS** * **Acting is Believing** |

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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 6 Overview** | |
| **Content Area: Visual and Performing Arts** | |
| **Unit 6 Title: Student Director** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 1 Summary:**  Theatre productions involve many people and it takes organization,co ordination and team spirit. In Unit 6 each student will take on the role of the director. They work towards expressing the concept and emotional and intellectual potentialities of the scene to their actors.  **Primary interdisciplinary connections: Literacy**  **College and Career Readiness:**  **CPR4: Communicate clearly and effectively and with reason**  Career ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and or visual methods. THey communicate in the workplace with clarity and purpose to make maximum use of their own and others time. The are excellent writers, they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.  **CPR6:Demonstrate creativity and innovation**  Career ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve organization. They can consider unconventional ideas and suggestions as solutions to issues, task or problems, and they discern which ideas and suggestions will add the greatest value. They seek new methods, practices and idea from a variety of sources and seek to apply those ideas to their own workplace. They take action and understand how to bring innovation to an organization.  **CPR8: Utilize critical thinking to make sense of problems and persevere in solving them**  Career ready individuals readily recognize problems in the workplace, understand the nature of the problem and devise effective plans to solve the problem. They are aware of the problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem. Once a solution is agreed they follow through to ensure the problem is solved, whether through their own actions or the actions of others.  **CPR12.Work productively in teams while using cultural global competence.**  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase engagement and contribution of all team members. They plan and facilitate effective team meetings.  **21st century themes:**  **9.3 Career and Technical Education:Technology and Communications Career Cluster**  **9.3.12.AR.PRF.5: Explain key issues affecting the creation of character, acting skills and roles.**  **9.3.12.AR-PRF.6: Create stage, film television or electronic media scripts in a variety of traditional and current formats.**  **National Core Arts Standards:** CR-Creating: Conceiving and developing new artistic ideas and work.Anchor Standard #1. Generate and conceptualize artistic ideas and work.Anchor Standard #2. Organize and develop artistic ideas and work.Anchor Standard #3. Refine and complete artistic work.PR-Performing, Presenting,and ProducingPerforming (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.Presenting (visual arts): Interpreting and sharing artistic work.Producing (media arts): Realizing and presenting artistic ideas and work. Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.  Anchor Standard #5. Develop and refine artistic work for presentation.  Anchor Standard #6. Convey meaning through the presentation of artistic work.  **RE: Responding Understanding and evaluating how the arts convey meaning.**  Anchor Standard #7. Perceive and analyze artistic work.  Anchor Standard #8. Interpret intent and meaning in artistic work.  Anchor Standard #9. Apply criteria to evaluate artistic work.    **CN: Connecting: Relating artistic ideas and work with personal meaning and external context.**  Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.  Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. | |
| **Learning Targets** | |
| **Content Standards**  **1.1 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.**  **1.3 Performance: All students will synthesize those skills , media methods and technologies appropriate to creating, performing, and presenting works of art in dance, music, theatre and visual art.**  **1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art, dance,music, theatre and visual art.** | |
| Number | Common Core Standard for Mastery |
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| VPA.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.** |
| VPA.1.1.12.C.CS2 | **Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.** |
| VPA.1.1.12.C.CS3 | **Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.** |
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| VPA.1.3.12.C.CS2 | **Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.** |
| VPA.1.4.12.B.2 | **Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.** |
| VPA.1.4.12.B.CS2 | |  | | --- | | **The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.** | |
| VPA.1.1.12.D.2 | **Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.** |

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| * What are the elements of a well‐developed character? * How does a director select a scene to direct? * What is the relationship between the actor and the director? * How does costumes, set designs, lighting add to the interpretation of a scene or play? * WHat preparation does a director need to do prior to the first rehearsal? | *Students will understand that…*   * Direction involves not only an artistic vision but advances leadership and communication skills. * Cast and crew are part of the same team and it is essential for them to work together effectively to create an integrated production. |
| **Unit Objectives**  *Students will know…*   * Blocking * Casting * Set Design * Character Analysis * Light Cues * Sound Cues | **Unit Objectives**  *Students will be able to…*   * Analyze the script and communicate their ideas to their actors. * Create and complete director's book consisting of the script, with blocking clearly marked, set design, lighting cues, prop list and character analysis * Keep a log of their rehearsals. * Select a scene that they can successfully cast and rehearse for performance * Work together to problem solve |

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| **Ocean County Visual and Performing Arts Curriculum** |
| **Unit Formative Assessments**   * Written Quizzes and Tests * Workbook activities * Group and individual Projects * Oral Questions/Discussions * Self Assessment * Peer Assessment * Set design * Directors Book |
| **Unit Summative Assessments**  Teacher Observations of:   * Successful work in groups or pairs * Script Memorization * Character Analysis * Active & Positive Participation |
| **Modification (ELLs, Special Education, Gifted and Talented)**   * Preferred Seating * Small group/independent instruction * Handouts * Follow IEP/504 Modifications * Extended Time * Advanced assignments for gifted and talented |
| **Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources**   * **Theatre Arts: The Dynamics of Acting** * **Improvisation and Theatre Games** * [**www.bhplayhouse.com**](http://www.bhplayhouse.com) * [**www.actorama.com**](http://www.actorama.com) * [**www.hollywoodacting**](http://www.hollywoodacting)**workshop.com** * [**www.lwmccullough.com**](http://www.lwmccullough.com) * [**www.mocksides.com**](http://www.mocksides.com) * **An Introduction to Theatre by Frank Whiting** * **Various scene books** * **Acting is Believing** |