Cheryl Best

Visual & Performing Arts 9-12

Content Area: Visual & Performing Arts

Course Title: Intro to Theatre

Grade Level: 9-12

This course is an introduction to theatre. The Units can be applied to the middle school 7th & 8TH grade and is a pre-requisite for Drama 1 and Drama 2

Units:

\*Getting Started in Theatre/Body Awareness

\*Improvisation and Pantomime

\*Terminology

\*Theatre History

\*The Voice

\*Broadcast the News

\*Fractured Fairytales

**Theatre Unit Overview (1)**

Content Area: Visual & Performing Arts-Theatre

Unit Title: Getting Started in Theatre/Body Awareness

Target Course/Grade Level: 9-12

Unit Summary: The unit introduces the students to procedures and requirements for a theatre class. The student will begin to get to know each other as a group of actors. They will develop the ability to demonstrate body awareness and spatial perception through creative movement.

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 & Skills: Students become cognizant of their personal forms of expression and ways to forms of expression and ways to channel and focus through non-scripted and scripted works to create characters with organic and dynamic expressions.

This course enables students to make informed critical and aesthetic judgments, create theatre and understand the historical and cultural influences of theatre.

This course enables to the student to work within a group and develop time management.

* Creative and Innovation
* Critical Thinking and Problem Solving
* Communication and Collaboration
* Information Literacy

9.3.12.AR-PRF.5: Explain Key issues affecting the creation of characters, acting skills

and roles

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,Producing

### Performing (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.

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Standards

1.1. Creative Process

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

1.2. Performance

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art, dance, music, theatre and visual art.

1.4 A & B

Aesthetic Responses & Critique Methodologies:

All students will demonstrate and apply an understanding of arts philosophies, judgments and analysis to works of art in dance, music, theatre and visual art.

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 1.1.12.C.CS2

Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.

VPA 1.4.12.A.4

Recognition of fundamental elements within various arts disciplines is independent on the ability to decipher cultural implications embedded in artworks.

Learning Goals:

* The student will be able to make their acting more believable
* The student will be able to demonstrate active participation in individual and team body awareness activities.
* The students will be able to scrutinize every move they make and apply it to acting exercises.
* The student will understand how the body moves.

Unit Essential Questions:

* What are the requirements to excel in a theatre class?
* What are procedures?
* Who are the student actors in the class and why have they selected theatre?
* What is the importance of an actor maintaining a healthy body?
* How does an actor express positive and negative emotions with their bodies?
* How does an actor learn to use facial muscles to express a wide variety of emotions?
* How can an actors gesture appear natural and appropriate to the stage characters?

Unit Enduring Understandings:

The students will learn the importance of living in the moment and the ability to work well with others for a common goal.

The student will learn to communicate through words, actions and reactions verbally and non verbally. Becoming aware of their body language, is important for job interviews, presentations and social situations.

Unit Objectives: Students will Know:

Positive emotions

Negative Emotions

Body Control

Facial Expressions

Healthy Body Rules

Warm ups

Evidence of Learning:

Unit Formative Activities:

* Written Quizzes and test
* Workbook activities
* Group and individual Projects
* Oral Questions/Discussions

Unit Summative Assessments:

* Teacher Observations of:

1.Successful work in groups or pairs

2.Active, positive participation

3.Script Memorization

Modifications (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

Suggested Activities and Presentations:

* Memory Games
* Mirror Game
* Pantomime Activities

Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources

* Theatre Games for the Classroom by Viola Spolin
* 275 Acting Games: Connected by Gavin Levy
* Theatre Arts by Dennis Caltgaron
* Improvisation Starters

**Theatre Unit Overview (2)**

Content Area: Visual and Performing Arts-Theatre

Unit Title: Beginners Improvisation and Pantomime Techniques

Target Course/Grade Level: 9-12

Unit Summary: The students will be introduced to pantomime and improvisation. Using various theatre games and activities, the student actor will begin the skills needed to perform successful improvisation and apply them to scripted performances.

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**

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**CPR12.Work productively in teams while using cultural global competence.**

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21st Century Themes & Skills

Students become cognizant of their personal forms of expression and ways to forms of expression and ways to channel and focus through non-scripted and scripted works to create characters with organic and dynamic expressions.

This course enables students to make informed critical and aesthetic judgments, create theatre and understand the historical and cultural influences of theatre.

* This course enables to the student to work within a group and develop time management. Creative and Innovation
* Critical Thinking and Problem Solving
* Communication and Collaboration
* Information Literacy

9.3.12.AR-PRF.5: Explain Key issues affecting the creation of characters, acting skills

and roles

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## 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.

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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.

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Standards

1.1. Creative Process

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

1.2. Performance

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art, dance, music, theatre and visual art.

1.4 A & B

Aesthetic Responses & Critique Methodologies:

All students will demonstrate and apply an understanding of arts philosophies, judgments, and analysis to works of art in dance, music, theatre and visual art.

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 1.1.12.C.CS2

Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.

VPA 1.4.12.A.4

Recognition of fundamental elements within various arts disciplines is independent on the ability to decipher cultural implications embedded in artworks.

Learning Goals:

* The students will be able to create a story from a given situation with little or no preparation
* The students will be able to display skills in pantomime.
* The students will be able to listen effectively in improvised scenes.
* The students will be able to relate emotion of a stage character to an emotion they have experienced.

Essential Questions:

* What is improvisation
* Why does an actor learn the techniques of improvisation?
* What is pantomime?
* What are the guidelines for improvised scenes and pantomimes?
* How does the actor paly a believable character in an improvised scene?

Enduring Understandings:

Improvised and pantomimed exercises and activities, teach the importance of problem solving and working in a group.

A complete actor utilizes all the tools at his disposal including an imaginative mind and a healthy graceful body.

Unit Objectives: The students will know:

Improvisation

Pantomime

Communication

Emotions

Evidence of Learning:

Unit Formative Activities:

* Written Quizzes and test
* Workbook activities
* Group and individual Projects

Unit Summative Assessments:

* Teacher Observations of:

1.Successful work in groups or pairs

2.Active, positive participation

3.Script Memorization

Modifications (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

Suggested Activities:

* Students will be split into groups and given various teen age situations. The students should create an improvised scene with a beginning, middle and an end.

Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources

* Theatre Games for the Classroom by Viola Spolin
* 275 Acting Games: Connected by Gavin Levy
* Theatre Arts by Dennis Caltgaron
* Improvisation Starters by Philip Bernardi
* Spontaneous Performance by Marsh Cassady

**Theatre Unit Overview- (3)**

Content Area: Visual and Performing Arts-Theatre

Unit Title: Terminology

Target Course/Grade Level: 9-12

Unit Summary: This unit is designed to familiarize the student actor with stage directions, types of stages and basic vocabulary that is used as reference during rehearsals and performance of improvisations and scripted productions.

Primary Interdisciplinary Connections: Literacy, History

**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 & Skills:

The students will be able to use information, technology and other tools. They will develop critical thinking, decision-making and problem solving. This course enables students to make informed critical and aesthetic judgments, create theatre and understand the historical and cultural influences of theatre.

This course enables to the student to work within a group and develop time management.

* Creative and Innovation
* Critical Thinking and Problem Solving
* Communication and Collaboration
* Information Literacy

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

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.

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Anchor Standard #5. Develop and refine artistic work for presentation.  
  
Anchor Standard #6. Convey meaning through the presentation of artistic work.

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Standards

1.1`The Creative Process:

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art, dance, music, theatre and visual art.

VPA.1.1.12.C3

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.CS3

Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Learning Goals:

* The students will be able to list the types of stories written for theatre and give examples
* The students will be able to identify the 3 types of stages.
* The students will be able to identify the 9 areas of a conventional stage.
* The students will be able to move successfully around the stage using the appropriate stage directions.

Essential Questions:

* What are the three types of stages that actors perform on?
* How are the 9 sections of the stage labeled and why are they labeled this way?
* What are the types of stories written for theatre?
* Who are the protagonist and the antagonist?
* What are wings, legs, scrim and other parts of the stage?

Enduring Understanding:

The students learn to apply critical thinking, decision making and problem solving.

Unit Objectives: The students will know:

Proscenium

Arena

Thrust

Stage Directions

Comedy

Tragedy

Musicals

Plays

Wings

Scrim

Legs

Apron

Evidence of Learning:

Unit Formative Activities:

* Written Quizzes and test
* Workbook activities
* Group and individual Projects
* Oral Questions/Discussions

Unit Summative Assessments:

* Teacher Observations of:

1.Successful work in groups or pairs

2.Active, positive participation

3.Script Memorization

Modifications (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

Suggested Activities:

* Students line up across the upstage curtain. Playing Simon Says, students will be told which quadrant of the stage they need to stand in.
* Students make a list of movies/plays/televisions shows that fit in the appropriate category and discuss who is the protagonist and antagonist.

Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources

Theatre Arts by Dennis Caltigarone

**Theatre Unit Overview- (4)**

Content Area: Visual and Performing Arts-Theatre

Unit Title: Theatre History

Target Course/Grade Level: 9-12

Unit Summary:

This unit has been developed for the student to learn present day theatre history. Using technology, and accessing the Broadway Data Base (IBDB), they will research plays and musicals and all of their components.

Primary Interdisciplinary Connections: Technology, History, and 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 & Skills:

Students become cognizant of their personal forms of expression and ways to forms of expression and ways to channel and focus through non-scripted and scripted works to create characters with organic and dynamic expressions.

This course enables students to make informed critical and aesthetic judgments, create theatre and understand the historical and cultural influences of theatre.

This course enables to the student to work within a group and develop time management.

* Creative and Innovation
* Critical Thinking and Problem Solving
* Communication and Collaboration
* Information Literacy

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

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.

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### Performing (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.

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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.

Standards:

1.2 History of the Arts and Culture

VPA.1.1.12.C.1

Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.

VPA.1.1.12.C.CS1

Theatre and the arts play a significant role in human history and culture.

VPA.1.2.12.A.1

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

VPA.1.2.12.A.CS2

Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to the community and global citizenship.

Learning Goals:

* The students will be able to, using technology, work with a partner and present their findings from their theatre history research.
* The students will be able to, using the Broadway data base, research various plays and musical from different decades.

Essential Questions:

* Why does an actor need to know about Broadway plays performed prior to present day?
* How does an actor use the IBDB website to research past Broadway productions?
* How does theatre and the art play a significant role in human history and culture?

Enduring Understandings:

This unit is developed so the student can become familiar with Broadway productions staged from 1960-present day. It develops the proper usage of technology while working with a partner. It will enhance the knowledge of word processing and organizational skills.

Unit Objectives: The students will know:

Broadway Data Base

Actor

Director  
Lyricist

PlayWright

Musical Director

Choreographer

Evidence of Learning:

Unit Formative Activities:

* Written Quizzes and test
* Workbook activities
* Group and individual Projects
* Oral Questions/Discussions

Unit Summative Assessments:

* Teacher Observations of:

1.Successful work in groups or pairs

2.Active, positive participation

3.Script Memorization

Modifications (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

Suggested Activity:

* Students will select partners and using the IBDB Worksheet, students will research plays and musicals by decade.

Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources

[www.IBDB.com](http://www.IBDB.com)

Class Act Reproductions

**Theatre Unit Overview- (5)**

Content Area: Visual and Performing Arts-Theatre

Unit Title: The Voice

Target Course/Grade Level: 9-12

Unit Summary:

This unit has been developed for the student actor to learn how to use their voice to explore thought and feeling for a role. The actor uses the voice as a means of self-expression. The student actor will learn how to breathe properly in order to produce the best vocal quality. The will learn to project their voice effectively on stage and read aloud with greater expression.

Primary Interdisciplinary Connections: English/Public Speaking

**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**

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**CPR8: Utilize critical thinking to make sense of problems and persevere in solving them**

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**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 & Skills:

Students become cognizant of their personal forms of expression and ways to forms of expression and ways to channel and focus through non-scripted and scripted works to create characters with organic and dynamic expressions.

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This course enables to the student to work within a group and develop time management.

* Creative and Innovation
* Critical Thinking and Problem Solving
* Communication and Collaboration
* Information Literacy

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

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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.

Standards:

* 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.
  2. 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.

VPA.1.1.12.C.CS2

Characters have physical, emotional; and social dimensions that can be communicated through the application of acting techniques.

VPA1.3.12.C.CS1

Effective scripted and improvisational performances require inform, 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.

Learning Goals

* The student will be able to breathe properly in order to produce the best vocal quality.
* The student will be able to project the voice on stage without shouting.
* The students will be able to be heard and understood with a flexible and expressive voice.
* The students will be able to understand the basic terms used to refer to the voice.

Essential Questions:

* How is the voice produced?
* What is pitch, timbre and range?
* What is the diaphragmatic breathing?
* How does the actor project their voice?
* What is articulation?
* How does the actor use their voice to stress meaning?

Enduring Understandings:

After the completion of this unit the student will be able to emphasis and inflection when making speeches and oral presentations. The student will learn to use their voice and language to communicate character.

Unit Objectives: The students will know:

Tongue

Vocal Chords

Standard General American

Pitch

Tone

Rhythm

Rate

Diaphamatic Breathing

Timbre

Articulation

Evidence of Learning:

Unit Formative Activities:

* Written Quizzes and test
* Workbook activities
* Group and individual Projects
* Oral Questions/Discussions

Unit Summative Assessments:

* Teacher Observations of:

1.Successful work in groups or pairs

2.Active, positive participation

3.Script Memorization

Modifications (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

Suggested Activities:

Tongue Twisters: Below are examples of tongue twisters to be used in class:

* Betty bit a bit of butter, But it was a bitter bite, But bit a better butter, Betty never bit
* Selfish, Shellfish
* Rubber baby buggy pumpers
* Pre-shrunk shirts

Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources

Theatre: Preparation and Performance by Lee and Grote

Theatre Arts: The Dynamics of Acting by Dennis Caltigirone

275 Acting Games Connected

Theatre Games for Young Performers

**Theatre Unit Overview- (6)**

Content Area: Visual and Performing Arts-Theatre

Unit Title: Broadcast the News

Target Course/Grade Level: 9-12

Unit Summary:

This unit introduces students to the basic elements of good public speaking and is designed to instill in them a sense of confidence as they communicate orally.

Primary Interdisciplinary Connections: Literacy/Public Speaking, Technology

**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:

Students become cognizant of their personal forms of expression and ways to forms of expression and ways to channel and focus through non-scripted and scripted works to create characters with organic and dynamic expressions.

This course enables students to make informed critical and aesthetic judgments, create theatre and understand the historical and cultural influences of theatre.

This course enables to the student to work within a group and develop time management.

* Creative and Innovation
* Critical Thinking and Problem Solving
* Communication and Collaboration
* Information Literacy

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

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 Producing

### Performing (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.

Standards:

* 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.

VPA.1.1.12.C.CS2

Characters have physical, emotional; and social dimensions that can be communicated through the application of acting techniques.

VPA1.3.12.C.CS1

Effective scripted and improvisational performances require inform, 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.

Learning Goals:

* Students will be able to neutralize their voice and eliminate their regional accent.
* Students will be able to think about each sentence’s point, and stress the words that best communicate the action to help your viewers understand the information easily.
* Students will be able to speak with conviction, whether or not they know what they are talking about. Maintaining good posture, making eye contact with anyone they address, to project confidence and knowledge.
* The students will be able to refrain from exaggeration when they speak. They will keep their inflection even and calm while still sounding engaged.
* The students will be able to speak in a conversational style and will add a few laughs while they speak to connect with their audience.

Enduring Understanding:

After the completion of this unit the student will be able to emphasis and inflection when making speeches and oral presentations. The student will learn to use their voice and language to communicate character. The students will achieve confidence and speaking skills in front of an audience.

Unit Objectives: The students will know:

Inflection

Audience

Comversational Style

Public speaking

Evidence of Learning:

Unit Formative Activities:

* Written Quizzes and test
* Workbook activities
* Group and individual Projects
* Oral Questions/Discussions

Unit Summative Assessments:

* Teacher Observations of:

1.Successful work in groups or pairs

2.Active, positive participation

3.Script Memorization

Modifications (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

Suggested activity:

Student will select an article from the sports, fashion, local , world or business section of the Asbury Park Press. They transfer the article to a typed page to be able to read it. After all students have completed their copies they should begin by reading it out loud to the group, as expressively as possible. Discuss unfamiliar vocabulary and details. Daily they will rehearse individually and with a partner to be ready to perform it as a television newscaster or sports color commentator.

Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources:

Current APP and NY Times

[www.app.com](http://www.app.com)

www.nytimes.com

**Theatre Unit Overview (7**)

Content Area: Visual & Performing Arts-Theatre

Unit Title: Fractured Fairy Tales: Writing and Performing an Original Play

Target Course/Grade Level: 9-12

Unit Summary:

This unit consists of selecting, writing, rehearsing and performing an original; one act play. Students will work together in a group to create the characters, scenes, set design, rehearsals and performance of an original play.

Primary Interdisciplinary Connections: Literacy/Public Speaking, Technology, Art

**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 & Skills:

Students become cognizant of their personal forms of expression and ways to forms of expression and ways to channel and focus through non-scripted and scripted works to create characters with organic and dynamic expressions.

This course enables students to make informed critical and aesthetic judgments, create theatre and understand the historical and cultural influences of theatre.

This course enables to the student to work within a group and develop time management.

* Creative and Innovation
* Critical Thinking and Problem Solving
* Communication and Collaboration
* Information Literacy

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, 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 Producing

### Performing (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.

Standards:

* 1. Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of work
  2. Performance: All students will synthesize those skills, media, methods, technologies appropriate to creating, performing and or presenting works of art in dance, music, theatre and visual art.

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.1

Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical elements appropriate to a variety of theatrical genres.

VPA.1.3.12.C.CS1

Effective scripted and improvisational performances require inform, 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.

Learning Goals:

* The students will be able to understand how to utilize criteria when responding or participating in the theatrical work and to understand how to articulate responses to one’s work
* The students will be able to demonstrate effective character and script analysis through performance.
* The students will be able to apply the discipline of oral communication, including breath control, proper voice placement, good projection, clear articulation and the interpretation and communication of idea by dramatic reading and acting in class productions.
* The students will be able to demonstrate an understanding of script writing techniques through writing, rehearsing and performing.
* The students will be able to use their memory training, both oral and visual, through the learning of lines for the class productions. They will demonstrate this skill by meeting of deadlines for memorization, and accurate, meaningful recitation.
* The students will be able to understand and demonstrate principles of acting which enables the creation of believability on stage.

Enduring Understandings:

This unit has been designed for the student to develop writing skills. Good theatrical performances are created through hard work, professional behavior and communication between technical designers, actors and audience members.

Unit Objectives: The students will know:

Protagonist

Antagonist

Castmembers

Outline

Comedy

Drama

Costume Design

Scene Design

Evidence of Learning:

Unit Formative Activities:

* Written Quizzes and test
* Workbook activities
* Group and individual Projects
* Oral Questions/Discussions

Unit Summative Assessments:

* Teacher Observations of:

1.Successful work in groups or pairs

2.Active, positive participation

3.Script Writing and Memorization

Modifications (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
* Suggested Activity:

From a list of fairy tales ,students will re-write it into a contemporary one act play. Students will write, as a group, adding a minimum of 2 scenes per day with a minimum of 10 scenes. Once the play is completely written, students will rehearse the play daily, adding blocking, sets and costumes and preparing for performance.

Curriculum development resources/ Instructional Materials/ Equipment Needed/ Teacher Resources:

Theatre Arts ; The Dynamics of Acting pgs 130-137