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| OCEAN COUNTY  Visual and Performing Arts  Curriculum | | |
| Content Area: Visual and Performing Arts | | |
| Course Title: Acting | | Grade Level: 10-12 |
| UNIT 1: Review/Getting Started in Acting |  | |
| UNIT 2: Acting Terms |  | |
| UNIT 3: Intermediate Improvisation and Pantomime Techniques |  | |
| UNIT 4: Characterization |  | |
| UNIT 5: Scene Study |  | |
| UNIT 6: One Act Play : From Audition to Performance |  | |
| UNIT 7: Monologues: From Selection to Performance |  | |

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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 1 Overview** | |
| **Content Area: Visual and Performing Arts** | |
| **Unit 1 Title: Review/Getting Started in Acting** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 1 Summary:**  Students that have enrolled in Acting, should have Theatre as a prerequisite.This unit reviews the terms from the Theatre class from a prior semester. Other components of this unit reviews the class procedures and requirements as well as the introduction of the course through theatre games.  **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:**  **Standard 9.3 Career and Technical Education**  **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,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 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.** | |
| Number | NJ Core Curriculum 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.** |

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| * What are the requirements and procedures for Acting class? * How do we review theatre terms? * What are the segments of the stage called? * How does an actor, using theatre games, develop a relationship with new actors? * How does an actor learn to perform pantomimed situations? | *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…*   * Stage Directions * Improvisation techniques * Parts of the stage | **Unit Objectives**  *Students will be able to…*   * Demonstrate pantomime techniques to create the illusion of concrete objects and to create a story with a beginning,middle and an end. * 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** |
| **Formative Assessments**   * Written Quizzes and test * Workbook activities * Group and individual Projects * Oral Questions/Discussions |
| **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** * **Class Act Reproductables** * **Theatre Arts: The Dynamics of Acting** |
| **Suggested Activities:**  **Name Ball**  **Sound Ball**  **Pantomime daily activities individually and in groups** |

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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 2 Overview** | |
| **Content Area: Visual and Performing Arts** | |
| **Unit 2 Title: Acting Terms** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 2 Summary:**  This unit is designed to introduce students to terms to advance their knowledge of acting and theatre.  **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:**  **Standard 9.3 Career and Technical Education**  **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,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 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.** | |
| Number | NJ State /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 terms used for stage characters? * What are the elements of a well‐developed character? * Why do actors need to use the proper stage direction terms? * What are the parts of backstage and offstage areas? | *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…*   * Emotional recall in re-enacting an experience. * Proscenium * Arena * Thrust * Apron * Wings | **Unit Objectives**  *Students will be able to…*   * Demonstrate pantomime techniques to create the illusion of concrete objects and to create a story with a beginning,middle and an end. * Utilize criteria when responding or participating in the theatrical and to understand how to articulate to one’s own work. * Use movement to express thought, feeling and character  |  |  |  | | --- | --- | --- | |  |  |  | |

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| **Ocean County Visual and Performing Arts Curriculum** |
| **Unit Formative Assessments**   * Written Quizzes and test * Workbook activities * Group and individual Projects * Oral Questions/Discussions |
| **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: Dynamics of Acting** |
| **Suggested Activities:**   * **Students will be given and handout of the proscenium stage. They will be given a list of set pieces to be put in the the correct quadrants.** * **Students w, working from a handout, identify the types of stages, label the backstage areas.** * **Various theatre games that allows students to move freely on the stage.** |

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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 3 Overview** | |
| **Content Area: Acting** | |
| **Unit 3 Title: Intermediate Improvisations and Pantomime Techniques** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 3 Summary:**  This unit is designed to advance the student's ability to create improvised scenes, using empathy, verbal and non-verbal communication, imagination and listening.  **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:**  **Standard 9.3 Career and Technical Education**  **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,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.** | |
| 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 an actor develop improvised scenes? * How does an actor use pantomime techniques to display props? * How does the actor confront various personal behaviors through role-playing and role reversal. | *Students will understand that…*   * They must demonstrate the understanding of space, time and energy concepts for performance. * Improvising dialogue strengthens communication of a character. * The actor must sustain their character. |
| **Unit Objectives**  *Students will know…*   * Improvised dialogue to communicate character * Solutions to problems by playing alternate endings * To take risks in improvisations. | **Unit Objectives**  *Students will be able to…*   * Sustain characterization in improvisation. * Give and take focus in playing improvisations. * Participate in a variety of theatre games. * Translate sensory images into movement. |

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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 |
| **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 * Class Act Reproductables “ Improvisation Terms Word Search” |
| **Suggested Activities:**   * **Improvisation Word Search** * **Students will pantomime different entrances into a room. (ie: old, baby, sick, happy)** * **Split students into groups and give them situations to create an improvisation. Characters should be defined and there should be a beginning, middle and an end.** |

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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 4 Overview** | |
| **Content Area: Acting** | |
| **Unit 4 Title: Characterization** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 4 Summary:**  Students will begin to analyze the structure of a scene/play in order to better understand a character. This unit is designed to instruct students on how to find clues about characters from the text of the play.Student actors will, through observation and emotional memory, how to create a believable 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**  **9.3.12.AR-PRF.5 Explain jey 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,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.**  **1.2 History: All students will understand the role,development and influence of the ats throughout history and across cultures**  **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.** | |
| Number | NJ/ 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.CS2** | **Characters have physical, emotional; and social dimensions that can be communicated through the application of acting techniques.** |
| **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 community and global citizenship.** |
| **VPA.1.3.12.C.2** | **Create and evaluate performances by citing evidence of specific choices, sustained vocal technique, and clearly motivated actions.** |
| **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.** |

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| * What are the elements of a well‐developed character? * How does a actor find clues about a character? * What is text,subtext and coloring? * How does the actor relate the emotion of a stage character to an emotion you have experienced? | *Students will understand that…*   * Author’s style has many components that unify to create a character.. * Playwrights use the knowledge of language and its convention when writing, speaking, reading, and listening. * Actors need to develop the skills to observe the world around them and apply their experiences to their character. |
| **Unit Objectives**  *Students will know…*   * Characterization * Objective * Observation * Portrayal * Physical Appearance * Subtext * Text * Coloring | **Unit Objectives**  *Students will be able to…*   * Communicate physical appearance and social role of characters. * Determine the objective of a character in a scene. * Explore the given circumstances and how they affect the character. * Interpret dialogue using vocal qualities and techniques. |

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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 |
| **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 Starters |
| **Suggested Activities:**   * **Students will be paired off and given conflicting character traits.They are given a situation and apply those traits to the story.** * **Students will be put into groups of 3-4. They are given situations with definite obstacles that, by the end of the scene, should be resolved.** * **Acting Vocabulary Crossword** |

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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 5 Overview** | |
| **Content Area: Acting** | |
| **Unit 5 Title: Scene Study** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 1 Summary:**  Unit 5 is designed to develop the student actors ability to select, rehearse and perform a 3-5 minute scene with one or more fellow 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 Learning:**  **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 | NJ/ 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.1.4.12.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.** | |

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| * What are the important elements of What are the elements of a well‐developed character? * How does the actor select a scene to be performed with fellow actor? * How does the actor apply character analysis to their performance? * Why does the actor need to know the set design before beginning rehearsals? * How does the costumes and props enhance the scene? | *Students will understand that…*   * Acting is a recursive process, and actors draw on real‐life experiences for inspiration. * Good theatrical performances are created through hard work and professional behavior * Actors must work together in a group, take direction and apply time management |
| **Unit Objectives**  *Students will know…*   * Characterization * Objective * Observation * Portrayal * Physical Appearance * Subtext * Text * Coloring * The discipline of oral communication, including proper voice placement, good projection, clear articulation, and interpretation and communication of ideas by dramatic reading and acting, * The criteria when responding or participating in the theatrical work and to understand how to articulate responses to one’s own work. | **Unit Objectives**  *Students will be able to…*   * Demonstrate and understand rehearsing and performing. * Demonstrate effective character and script analysis through performance.. * Understand and demonstrate principles of acting which enable the creation of believability on stage. |

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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 scene study books and scripts** |
| **Suggested Activity:Students select a scene to perform with 1 or more other actors. They use reference books as well as the websites provided. They rehearse, memorize and perform the scene.** |

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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 6 Overview** | |
| **Content Area: Acting** | |
| **Unit 6 Title: One Act Play: From Audition to Performance** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 6 Summary:**  Unit 6 takes the student actor from casting through to performance of a One Act play. Students will integrate scene work from the prior unit 6 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.** | |
| Number | NJ/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** |
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| **Ocean County VISUAL AND PERFORMING ARTS CURRICULUM**  **Unit 7 Overview** | |
| **Content Area: Acting** | |
| **Unit 7 Title: Monologues: Selection to Performance** | |
| **Target Course / Grade Level: 10-12** | |
| **Unit 7 Summary:**  **Unit 7 has been developed for the student actor to learn monologue selection, character analysis, costume and set design, memorization skills and final 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.** | |
| 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.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? * What is the appropriate monologue to be performed for a student? * How does an actor rehearse with a partner and independently? * How does the actor select costumes, props and sets that fit the selected monologues? | *Students will understand that…*   * Script evaluating techniques through rehearsal and performance. * Actors must develop the discipline of oral communication, including breath control, proper voice placement, good projection, clear articulation, and the interpretation and communication of ideas through performance. |
| **Unit Objectives**  *Students will know…*   * Characterization * Objective * Observation * Portrayal * Physical Appearance * Subtext * Text * Coloring * Set Design * Props * Costumes * Creativity * 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. * Time manager. * How to work independently. | **Unit Objectives**  *Students will be able to…*   * Demonstrate character and script analysis. * . |

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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 * Critique |
| **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 scene study books for Teens** |