

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*William Allen Middle School
Arts & Technology: Performing Arts*

*Theater and Communication I
Grade 6 & 7*

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Course Description and Fundamental Concepts

Theater and Communication I

Theater both influences and reflects our culture. In this introductory course, students will get an overview of the many facets of theater and its role in society. The goal is for students to gain an appreciation and understanding of theater as not only a storytelling art form and a means of creative expression, but also as a business that employs professionals with varying skills. The students will have opportunities to create, perform, and critique theatrical performances, as well as work on developing their public speaking skills. The skills and tools learned in this course can help students to gain self-confidence, boost their ability to think on their feet, and improve their speaking skills.

Fundamental Concepts

Communication and Theater Fundamentals

Basic Pantomime and Improvisation

Presentation and Performance

The Theater Space and Tech

[New Jersey Student Learning Standards \(NJSLS\)](#)

Visual and Performing Arts : Theater Standards

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Theatre artists rely on intuition, curiosity and critical inquiry.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Standard #	Standard Description
1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question: How, when, and why do theatre artists' choices change?

Standard #	Standard Description
1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.

Essential Question: How do theatre artists transform and edit their initial ideas?

Standard #	Standard Description
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in an devised or scripted theatre performance.

1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Performing

Anchor Standard 4: Selecting, analyzing and interpreting work.

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

Essential Question: How do theatre artists fully prepare a performance or design?

Standard #	Standard Description
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: Theatre artists make choices to convey meaning.

Essential Question: How do theatre artists use tools and techniques to communicate ideas and feelings?

Standard #	Standard Description
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.

Essential Question: What happens when theatre artists and audiences share creative experiences?

Standard #	Standard Description
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Standard #	Standard Description
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

Essential Question: How can the same work of art communicate different messages to different people?

Standard #	Standard Description
1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

Essential Question: How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Standard #	Standard Description
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to inform their work.

Essential Question: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Standard #	Standard Description
1.4.8.Cn10a	Examine a community issue through multiple perspectives in a theatrical work.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Enduring Understanding: As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?

Standard #	Standard Description
1.4.8.Cn11a	Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

English Companion Standards

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
Unit 1, 3	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Unit 1, 3	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Unit 1, 3	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Unit 1, 3	NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Unit 1, 3	NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Career Awareness, Exploration, Preparation, and Training (Standard 9.2) By Grade 8		
Unit Addressed	Core Idea	Standard / Description
1, 4	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p>
4	Early planning can provide more options to pay for postsecondary training and employment.	<p>9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.</p> <p>9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p>

4	There are a variety of resources available to help navigate the career planning process.	<p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>
	Employee benefits can influence your employment choices.	<p>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</p>
1, 2, 3, 4	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	<p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>
	There are resources to help an individual create a business plan to start or expand a business.	<p>9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.</p>

Life Literacies and Key Skills ([Standard 9.4](#)) By Grade 8

Unit Addressed	Core Idea	Standard / Description
4	<p>Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>	<p><i>9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</i></p> <p><i>9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</i></p> <p><i>9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</i></p> <p><i>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries</i></p>
	<p>Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.</p>	<p><i>9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</i></p> <p><i>9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</i></p>
	<p>Critical Thinking and Problem-solving: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>	<p><i>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i></p>
3	<p>Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.</p>	<p><i>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</i></p> <p><i>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i></p>
1	<p>Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.</p>	<p><i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i></p>

1	<p>Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p>	<p><i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i></p> <p><i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i></p> <p><i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i></p>
	<p>Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.</p>	<p><i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i></p>
	<p>Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.</p>	<p><i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i></p>
1, 2, 3, 4	<p>Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p>	<p><i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i></p> <p><i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i></p>
	<p>Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p><i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i></p> <p><i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i></p>
	<p>Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>	<p><i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i></p> <p><i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i></p> <p><i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i></p>

	<p>Information and Media Literacy: The mode of information can convey a message to consumers or an audience.</p>	<p>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</p>
	<p>Information and Media Literacy: Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p> <p>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</p>
1, 3	<p>Information and Media Literacy: There are ethical and unethical uses of information and media.</p>	<p>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</p> <p>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</p> <p>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</p>
	<p>Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p> <p>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</p> <p>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</p> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p>
1, 3	<p>Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p>9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</p> <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</p>

	<p>Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	<p>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</p> <p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>
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Interdisciplinary Connections

Visual & Performing Arts Integration (Standard 1)		
<i>List appropriate units below for which standards (1.1 through 1.5) <u>may be addressed</u></i>		
Unit Addressed	Artistic Process	Anchor Standard
Unit 1,2,3,4	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
Unit 1,2,3,4	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
Unit 1,2,3,4	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
Unit 1,2,3,4	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Other Interdisciplinary Content Standards		
Unit Addressed	Content / Standard #	Standard Description
Unit 1, 2	6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
Unit 1, 3	6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

Unit 1,2,3,4	NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Unit 1,2,3	NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
Unit 1,3	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Pacing Guide (All Dates are approximate based on the school calendar)

Pacing Guide (All dates are approximate based on the school calendar)

<p>Communication and Theater: Fundamentals (9 days)</p> <ul style="list-style-type: none"> ● Terminology : Practice ● Real Life Uses: Importance and Opportunities ● Stage Fright : Symptoms and Strategies ● Speaking: Interviews / Acceptance Speech 	<p>September/February (~9 days)</p>
<p>Fundamentals - cont. (4 days)</p> <ul style="list-style-type: none"> ● Reader’s Theatre: Script Practice/Dissection/Genres <p>Basic Pantomime and Improvisation (6 days)</p> <ul style="list-style-type: none"> ● Physical Comedy : History ● Pantomime ● Improvisation 	<p>October/March (~10 days)</p>
<p>Presentation and Performance (8 days)</p> <ul style="list-style-type: none"> ● Demonstration Speech ● Characterization : Voice, Body, Personality, Prop ● Radio Show : History, Sfx, Acting 	<p>November/April (~8 days)</p>
<p>Presentation and performance - cont. (8 days)</p> <ul style="list-style-type: none"> ● Radio Show : History, Sfx, Acting ● Group Scenes 	<p>December/May (~8 days)</p>
<p>Presentation and Performance- cont. (5 days)</p> <ul style="list-style-type: none"> ● ● Group Scenes ● Critique <p>The Theater Space / Tech (5 days)</p> <ul style="list-style-type: none"> ● Careers / The Production Process ● Lighting, Sound, Set Design, Makeup ● The Stage Space and Blocking 	<p>January/June (~10 days)</p>

Units Scope and Sequence

Unit 1 Name: Communication and Theater: Fundamentals

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 1.4.8.Cr1c, 1.4.8.Cr2a, 1.4.8.Cr3c, 1.4.8.Pr5a, 1.4.8.Re7, 1.4.8.Re9c, 1.4.8.Cn10a
9.1.8.C.1, 9.1.8.C.3, 9.1.8.D.3, 9.1.8.F.1

NJSLS - Career Awareness, Exploration, Preparation, and Training :9.2.8.CAP.4, 9.2.8.CAP.10, 9.2.8.CAP.18

NJSLS - Life Literacies and Key Skills :9.4.8.DC.3, 9.4.8.DC.4, 9.4.8.GCA.1, 9.4.8.IML.10, 9.4.8.TL.3

NJSLS - Interdisciplinary Standards ELA - Literacy SL 7.1, SL 7.6 ,NJSLSA.L1 , 6.2.12.D.4k, 6.2.12.D.5c

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What is theatre and how does it influence and reflect culture?
- What is the importance of public speaking skills in society and how do they translate to theater?
- What are common genres of theater and their characteristics?
- How do we dissect and read a play/script?
- What are common symptoms of stage fright and strategies to combat them?
- Analysis and critique of a production

Objectives

Students will be able to...

- connect events in our culture to theatrical works.
- demonstrate and identify public speaking terms.
- identify theatrical genres and their characteristics.
- identify occupations and events which require public speaking.
- discuss symptoms of stage fright and utilize strategies to combat them as needed.
- understand the parts of a script including stage directions.
- view a Broadway production and analyze/critique it (community issue, acting, tech, cultural perspectives)

Unit 2 Name: Basic Pantomime and Improvisation

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 1.4.8.Cr1c, 1.4.8.Cr2a , 1.4.8.Cr2b, 1.4.8.Cr3a, 1.4.8.Cr3c, 1.4.8.Pr4a, 1.4.8.Pr5a, 1.4.8.Pr5b, 1.4.8.Pr6a, 1.4.8.Re8c, 1.4.8.Re9a, 1.4.8.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training :9.2.8.CAP.18:

NJSLS - Life Literacies and Key Skills ; 9.4.8.GCA.1

NJSLS - Interdisciplinary Standards ELA: NJLSA.SL1, NJLSA.SL6 , 6.2.12.D.4.k

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What is Pantomime and its importance to theater and an actor’s training?
- What is improvisation, and what is its importance to the dramatic process?
- How does the “Yes, And” in improvisation foster teamwork and collaboration?
- The history of physical comedy and its use in theater.

Objectives

Students will be able to...

- demonstrate their understanding of the basics of improv by participating in short form games/scenes.
- develop unscripted characters in improv games/scenes.
- communicate in a game or scene using only mime and non-verbal communication.
- use improvisation skills to collaborate with others.
- understand the history of pantomime and its importance in communication.
- understand the history, elements and uses of physical comedy.

Unit 3 Name: Presentation and Performance

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 1.4.8.Cr1c, 1.4.8.Cr2a, 1.4.8.Cr2b, 1.4.8.Cr3a, 1.4.8.Cr3b, 1.4.8.Cr3c, 1.4.8.Pr4a, 1.4.8.Pr5a, 1.4.8.Pr5b, 1.4.8.Pr6a, 1.4.8.Re7b, 1.4.8.Re8c, 1.4.8.Re9a, 1.4.8.Cn11b
NJSLS - Career Awareness, Exploration, Preparation, and Training :9.2.8.CAP.18
NJSLS - Life Literacies and Key Skills :9.4.8.CI.4: 9.4.8.GCA.1, 9.4.8.IML.10, 9.4.8.TL.3
NJSLS - Interdisciplinary Standards ELA: NJLSA.SL1, NJLSA.SL6, 6.2.12.D.4.k, 6.2.12.D.5.c

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- What skills are needed to effectively deliver a speech?
- What processes are involved in developing a character?
- What elements are involved in presenting a radio show?
- What was and continues to be the importance of radio to our society?
- What is the role of the Foley Artist?
- What is involved in presenting a scene utilizing blocking and characterization?
- How does an audience member constructively critique a piece of drama?

Objectives

Students will be able to...

- present a demonstration speech utilizing proper public speaking skills.
- define acting and be able to differentiate between method and technical acting.
- understand and utilize different ways to develop a character.
- critique the performances.
- utilize memorization techniques.
- work collaboratively and cooperatively with others to present a dramatic performance.
- utilize digital sound effects to enhance a radio show.

Unit 4 Name: The Theatre Space and Tech

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 1.4.8.Cr1a, 1.4.8.Pr4b, 1.4.8.Re7b, 1.4.8.Re8b, 1.4.8.Re9a, 1.4.8.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training : 9.2.8.CAP.1, 9.2.8.CAP.9, 9.2.8.CAP.10, 9.2.8.CAP.18:

NJSLS - Life Literacies and Key Skills :9.4.8.CI.4, 9.4.8.GCA.1

NJSLS - Interdisciplinary Standards ELA:NJSLSA.SL2.

**Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)**

- What are the principal areas of the theater space?
- What are the many different occupations involved in the production of a play/musical?
- What jobs are available in the theatre arts?
- What is the importance of lighting and sound in the theater?
- What is blocking?
- What is the importance and function of stage makeup?

Objectives

Students will be able to...

- identify the people/ occupations/ components needed in order to put on a production.
- identify the areas of the stage and define blocking.
- identify the different types of lighting and sound equipment.
- observe the application of specialized stage makeup for Broadway productions.
- utilize stage makeup to create a bruise.

Please contact the Content Supervisor for any questions.