

Dramatics

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Superintendent of Schools:
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July 19, 2022

Dramatics

Course Description:

Dramatics is designed to help high school students develop an in-depth understanding of the theater. Students will participate in various activities involving performing, writing, and backstage responsibilities. The predominant goals of this course of study are: first, to appreciate the breadth of roles and contributors involved in theatrical productions; second, to understand the rules of performance art, as well as the expectations of those involved; and third, to create original content to be performed by and with peers. Students will participate in a variety of collaborative learning activities designed to develop critical thinking and problem solving skills, cultural understanding, appreciation and respect for diversity, and an ability to incorporate this learning to other courses and scenarios.

Course Sequence:

Unit 1: The Theater Calls - The basics of theatre and performing. 5 weeks, and as needed throughout
Unit 2: Putting on a Show - & Creating Content for the Stage. 5 Weeks and continuous throughout
Unit 3: Acting for Television and Film - From stage to screen. 2 Weeks and continuous throughout
Unit 4: Summative - Portfolio and Journal review. 1 week, and continuous throughout.

Content Area: Dramatics

Unit Title: The Theatre Calls - Theatre & Performance Basics

Grade Level: 9-12

Core Ideas: In this unit we will focus on using improvisational games and techniques to help students become comfortable with performing with and in front of peers and develop an ease with spontaneous dialogue and circumstances. We will also explore the history of the theater, the stage, and performance art. An analysis of the various formats of performing, and the most famous performers of the past and present.

| Unit# 1 Standards |
|--|
| Standards (Content and Technology): Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12 |
| Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. |
| Performance Expectations (NJSL): |

NJSLS 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
NJSLS 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. NJSLS 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
NJSLS 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
NJSLS 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

Career Readiness, Life Literacies, and Key Skills:

NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.
NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.
NJSLS.9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
NJSLS.9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
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NJSLS.9.3.12.AR PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it. NJSLS.9.3.12.AR PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
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NJSLS.9.3.12.AR PRF.7 Describe how technology and technical support enhance performing arts productions. NJSLS.9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.

Computer Science and Design Thinking:

NJSLS.8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...):

View and discuss contributions of African-Americans to the theater industry. View and discuss the Holocaust as depicted and perceived via theater. View and discuss LGBTQ challenges as depicted in theater. Shows to consider are *The Diary of Anne Frank*, *A Raisin in the Sun* and *Rent*.

Anchor/Companion Standards:

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.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.W6. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLS.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Interdisciplinary Connections: The historical connections made throughout this unit can be further discussed.

Unit Essential Question(s):

- What techniques can I use to overcome my fear of speaking in front of a group?
- How can I warm up my voice and my body so that I am ready for a performance?
- What did the theater and performing arts look like throughout various time periods?
- How and why did theater arts change over time? ● What does it mean to analyze a piece of writing to be performed?
- How does one effectively learn from others' performances?

Unit Enduring Understandings:

- How and why the theater and performing arts underwent dramatic changes over time
- The necessity of an analytical approach to reading performance pieces
- The capability to learn from viewing and critiquing others' ability to engage with audiences in a performance

Unit Learning Targets/Objectives:

Students will...

- Research/Discuss the evolution of staged performance
- Participate and lead improv and warm up exercises and games
- Learn and practice the vocabulary of theatre
- Discover the elements of a staged show
- Learn and practice the basic elements of performance

Evidence of Evidence of Learning

Formative Assessments: Performance, Participation, Quizzes, Tests

Summative/Benchmark Assessment(s): Projects

Resources/Materials (copy hyperlinks for digital resources): Stage access, Computers, Internet access, student Google accounts, Google Classroom, printing capability

Key Vocabulary: counter-cross, counterweight system, cyclorama, cross, downstage, external traits, flats, flyspace, fourth wall, house, apron, arena, stage, aside, audition, backdrop or drop, backstage, batten, blocking, build, casting, cold reading.

Suggested Pacing Guide

| Lesson Name/Topic | Lesson Objective(s) | Time frame (day(s) to complete) |
|-------------------|---------------------|---------------------------------|
|-------------------|---------------------|---------------------------------|

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|--------------|--|-----------------------|
| Introduction | Introduce students to Improvisational - Games and Warm-Up Exercises. | 1 Week and continuous |
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| | Create a safe space where students can be creative. | |
| History of the Theatre | Introduce a brief history of theatre. Theatre Then & Now - Compare and Contrast. Discuss/Research/Presentations etiquette, superstitions, legends and "curses". | 2 Weeks and reviewed as needed |
| Theatre Vocabulary & The Elements of Drama – The Stage | Introduce and discuss drama vocabulary. Students will tour the stage in Memorial Hall as we review a diagram of the stage and discuss the space. | 3 Class Periods and reviewed as needed |
| The Basics of Performing | Analyze Professional examples. Students will explore how to train their voice through the announcer's test. Students will act without words, use props and try other techniques. Summative Evaluation: Mimic the best then make it your own. | 2 Weeks and continuous |

Teacher Notes:

Additional Resources Click links below to access additional resources used to design this unit:

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=cui>

http://www.glencoe.com/theatre/Timeline/timeline_content.html

<http://www.biography.com/people/groups/actors-and-actresses-theater-actor-and-theateractress-male>

<http://www.biography.com/people/groups/actors-and-actresses-theater-actor-and-theateractress-female>

<http://www.imdb.com/list/ls050274118/>

Differentiation/Modification Strategies

Students with Disabilities

- Consult IEP
- alternative pacing of unit, reduce amount of work required, provide written and oral instruction

English Language Learners

- Consult Student's ELL Plan
- allow errors in writing, accept writing in first language, allow extended time for project completion

At-Risk Students:

- allow extended time for project completion, provide hands-on activities, accept participation at any level

504 Students

- Consult 504 Plan

Gifted and Talented Students:

- Consult with G & T Teacher
- allow for peer-to-peer instruction, provide leadership positions in group context

Content Area: Dramatics**Unit Title: Putting on a Show & Creating Content for the Stage****Grade Level: 9-12**

Core Ideas: An overview of the rules and terminology involved in various performance formats. An overview and student sampling of the different roles necessary for a successful production. A consideration of emulating such a network within this course.

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| Unit #2 - Standards |
| Standards (Content and Technology): Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12 |
| Statement: The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes. |
| Performance Expectations (NJSLs): |
| NJSLs 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. NJSLs 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork. NJSLs 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone. NJSLs 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists. NJSLs 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts. |
| Career Readiness, Life Literacies, and Key Skills: |

NJSLS.9.2.12.C.1 Review career goals and determine steps necessary for attainment.
 NJSLS.9.2.12.C.3 Identify transferable career skills and design alternate career plans.
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 NJSLS.9.3.12.AR PRF.8 Analyze all facets of stage and performing arts production management.

Computer Science and Design Thinking:

NJSLS.8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. NJSLS.8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...):

View and discuss contributions of African-Americans to the theater industry. View and discuss the Holocaust as depicted and perceived via theater. View and discuss LGBTQ challenges as depicted in theater. Shows to consider are *The Diary of Anne Frank*, *A Raisin in the Sun* and *Rent*.

Anchor/Companion Standards:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 NJSLS.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Interdisciplinary Connections: The content that students create during this unit can be connected to any other discipline, as per their choosing.

Unit Essential Question(s):

- What are the different types of performers and the characters they can play?
- What are the different roles behind the scenes of a production and what are their responsibilities?
- How do all of the people involved in a performance collaborate, coexist, and succeed?
- What are the expectations of everyone involved in a performance and why?

Unit Enduring Understandings:

- Performers have unique specialties and stock characters to employ in their work
- There exists a hierarchy and chain of command within every production to ensure efficiency and communication
- Each contributor has an essential role to play in a successful production.

Unit Learning Targets/Objectives:*Students will...*

- Research the different types of performers and develop unique performance specialties
- Create an ongoing portfolio of original stock characters to be performed by and with peers
- Research the different roles of behind the scenes contributors
- Understand the hierarchy of a production and be able to employ each of the necessary roles as expected
- Write original pieces to be performed by and with peers with each piece requiring a number of behind the scenes roles to be performed as well
- Create original content to be performed for peers
- Review and revise peers' work

Evidence of Evidence of Learning**Formative Assessments:** Performance, Participation, Quizzes, Tests,Scene/Monologue/Scriptwriting **Summative/Benchmark Assessment(s):** Project**Resources/Materials** (copy hyperlinks for digital resources): Stage access, Computers, Internet access, student Google accounts, Google Classroom, printing capability**Key Vocabulary:** counter-cross, counterweight system, cyclorama, cross, downstage, external traits, flats, flyspace, fourth wall, house, apron, arena, stage, aside, audition, backdrop or drop, backstage, batten, blocking, build, casting, cold reading.**Suggested Pacing Guide**

| Lesson Name/Topic | Lesson Objective(s) | Time frame (day(s) to complete) |
|---|---|---|
| Introduction & Pre-Assessment | What roles and rules are involved in theater arts? | 1 Class Period |
| Applying the Rules - How to Put on a Show | Introduce Stagecraft, Terminology Review previous vocab | 4 Class Periods and ongoing |
| Learning the Roles: Behind the Scenes of a Production | Introduce Hierarchy, Equipment Understanding Theatre through Script and Structure | 1 Week and ongoing |
| Summative Evaluation | Contribution to the Fall Play | 2 Weeks and throughout marking period 1 |

| | | |
|-----------------------|---|---------------------|
| Character Development | Stock Characters Learning the Roles: Types of Performers and their Characters Research/Performance | 2 Weeks and ongoing |
| Original Monologues | Research/Write/Direct Monologues/Scenes Performance | 2 Weeks and ongoing |

Teacher Notes:**Additional Resources**

Click links below to access additional resources used to design this unit:

https://en.wikipedia.org/wiki/Theatre_technique

http://campuses.fortbendisd.com/campuses/documents/teacher/2010/teacher_20100525_1349.pdf

<http://www.savoyhill.co.uk/technique/directingtheactor.html>

<http://www.theatreheroes.com/#!acting-tips/c1lp0>

<http://www.fictionfactor.com/guests/common.html>

https://en.wikipedia.org/wiki/List_of_stock_characters

Differentiation/Modification Strategies

Students with Disabilities

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English Language Learners

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At-Risk Students:

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504 Students

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Gifted and Talented Students:

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- allow for peer-to-peer instruction, provide leadership positions in group context

Content Area: Dramatics**Unit Title: Acting for Television and Film****Grade Level: 9-12**

Core Ideas: Students will apply their knowledge of stage acting, performance and behind the scenes roles to the film set.

Unit #3 - Standards

Standards (Content and Technology): Visual and Performing Arts: 1.2 Media Arts Standards by the End of Grade 12

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NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLS.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Interdisciplinary Connections:

The content that students create during this unit can be connected to any other discipline, as per their choosing.

Unit Essential Question(s):

- How is acting for television and film different from the stage?
- How can you create tension and suspense on screen?
- Why is listening and reacting so important when acting in front of the camera?
- What is the inner monologue and how do you use it?

Unit Enduring Understandings:

- On camera performers need different techniques to convey their message.
- There is a sense of intimacy with the audience that needs to be authentic.
- The camera doesn't lie.

Unit Learning Targets/Objectives:

Students will...

- Research the different types of on-camera acting based on the target audience.
 - Understand how to bring a consistent and quality performance to the screen take after take. ●
- Analyze how an actor can enhance his or her character beyond the page.
- Learn why different shots require different performance techniques.

Evidence of Learning

Formative Assessments: Performance, Participation, Quizzes, Tests, Scene/Monologue/Scriptwriting

Summative/Benchmark Assessment(s): Project

Resources/Materials (copy hyperlinks for digital resources): Stage access, Computers, Internet access, student Google accounts, Google Classroom, printing capability

Suggested Pacing Guide

| Lesson Name/Topic | Lesson Objective(s) | Time frame (day(s) to complete) |
|-----------------------------|--|---------------------------------|
| Introduction to TV and Film | Favorite Television Shows and Movies. Students should consider memorable performances and analyze why those performances left such a lasting impression on them. | 1 Class Period |
| Techniques to make the | Listening and reacting, the inner monologue, acting with the eyes, | 2 Class Periods |

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|----------------------------------|--|-----------------|
| transition from stage to screen | the dramatic need and the shot type. | |
| Exemplars of Screen Performances | View and Discuss overall impact. Analyze techniques and character's overarching dramatic need and need within the scene. | 2 Class Periods |
| Research | Research A Soap Opera Scene, A Commercial and a Film Scene/Monologue | 3 Class Periods |
| Rehearse | Practice on camera techniques | 3 Class Periods |
| Perform/Film | Record Performance | 1 Week |
| Edit Scene | Add music/sound effects and special effects to enhance and/or change the meaning of the scene | 1 Week |
| View and Critique | Watch and discuss the performances | 2 Class Periods |

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

<http://fresnoartscouncil.org/wp-content/uploads/2015/05/TV-Film-Acting-Class-Lesson-Plan.pdf>

<https://www.schooltheatre.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=4c7b4df4-d970-4b37-98c7-44c45eb4128a>

<http://teachersinstitute.yale.edu/curriculum/units/1995/2/95.02.09.x.html>

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At-Risk Students:

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504 Students

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Gifted and Talented Students:

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Content Area: Dramatics**Unit Title: Portfolio Contributions****Grade Level: 9-12**

Core Ideas: Students should be expected to reflect on their contributions to the class at various points throughout the course; their portfolio as a whole, each writing piece, and overall contributions should be considered.

Unit #4 - Standards

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NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Interdisciplinary Connections: Self-reflection is necessary throughout the disciplines.

Unit Essential Question(s):

- How did each student contribute to the overall vision of the class?
- How can each student improve his/her work?
- How can the class more effectively achieve its goals?
- How does the class improve upon what it is already effectively producing?

Unit Enduring Understandings:

- Reflecting on one's work is essential for improvement
- The overall product and the methods to achieve such a product can always be improved upon
- The importance of contributing to the overall vision of a group is vital

Unit Learning Targets/Objectives:*Students will...*

- Re-visit each of their pieces and contributions to the class
- Examine how they have improved over a period of time regarding each writing format, as well as overall
- Respond to peer feedback and critique
- Adjust personal, as well as group, goals for moving forward in the course

Evidence of Learning**Formative Assessments:** Portfolio/Journal Entries - Self Reflection**Summative/Benchmark Assessment(s):** Project**Resources/Materials** (copy hyperlinks for digital resources): Stage access, Computers, Internet access, student Google accounts, Google Classroom, printing capability**Suggested Pacing Guide**

| Lesson Name/Topic | Lesson Objective(s) | Time frame (day(s) to complete) |
|-------------------------------|--|---------------------------------|
| Introduction & Pre-Assessment | What is the purpose of keeping a portfolio? | 1 Class Period |
| Portfolio Review | Set up Portfolio to include prompts, reflections and peer reviews. | 1 Class Period |
| Entries | At the end of class students will be given to write in their journals and or will be asked to do this for homework. At the end of each marking period journals will be assessed. | Ongoing |

Teacher Notes:

Additional Resources Click links below to access additional resources used to design this unit:
<http://www.forbes.com/sites/ehrllichfu/2013/08/15/why-college-students-need-to-selfreflect/>

Differentiation/Modification Strategies**Students with Disabilities**

- Consult IEP
- alternative pacing of unit, reduce amount of work required, provide written and oral instruction

English Language Learners

- Consult Student's ELL Plan
- allow errors in writing, accept writing in first language, allow extended time for project completion

At-Risk Students:

- allow extended time for project completion, provide hands-on activities, accept participation at any level

504 Students

- Consult 504 Plan

Gifted and Talented Students:

- Consult with G & T Teacher
- allow for peer-to-peer instruction, provide leadership positions in group context