

Grades 9-12
Theatre Curriculum Overview, Full Year

This course will teach students the importance of becoming a multi-dimensional communicator by imitating and symbolizing human action in order to explore thought, feeling and behavior. The course is designed to help students interpret emotions, analyze situations and create responses. Students will identify the feelings and reactions that are produced and integrate that information into character portrayal. Beginning with basic improvisation, students acquire skill in observation, concentration, sense recall, emotional response, improvisation, pantomime, imagination and self-discipline. Students will learn about movement, spacing and meaning in the form of stage direction. Vocal diction, projection and interpretation are used to convey an emotional state. Students will analyze characters and use external traits and physicality to inform the audience. Through scene study, understanding and empathy for another are developed. In addition, decorum of rehearsal and production is developed, as well as a beginning appreciation of the elements of production design.

Suggested Course Sequence*:

Unit 1: History of the Arts and Culture, Approximately 12-13 weeks total, continuous

Unit 2: Aesthetic Response: Approximately 12-13 weeks total, continuous

Unit 3: Performance: Approximately 12-13 weeks total, continuous

Unit Overview

Content Area: Development of Theatre**Unit Title: Unit 1, History of the Arts and Culture****Grade Level: 9-12****Unit Summary:**

Students will explore the history of theater and develop, understand heritage and tradition, historical and cultural backgrounds.

Interdisciplinary**Connections:**

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

21st Century**Themes and Skills:**

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
NJSLS 1.1.12.C.1	Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
NJSLS 1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
NJSLS 1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
NJSLS 1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
NJSLS 1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
NJSLS 1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Technology Standard 8.1.12.A.1	8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Unit Essential Question(s):

- How have innovations in theatre impacted societal norms?

Unit Enduring Understandings:

- Dramatizations and scenes from a variety

- How does theatre influence society?
- How does society influence theatre?
- How does exposure to various cultures influence our response to theatre?

of historical periods and cultures stimulate understanding of the impact of society on theatre, and theatre's impact on society.

- Live and recorded resources from diverse periods in different genres can help identify theatrical conventions, compare and contrast treatments, and analyze the effectiveness of each in the designated time period.
- The works of significant artists reflect the historical and aesthetic evolution of scenic design and technical theatre.
- Theatrical conventions of specific periods, styles, and genres of theatrical literature to inform student decisions.

Unit Learning Targets/Objectives:

Students will...

- Recognize the distinguishing characteristics of theatre from diverse cultures.
- Trace the development of technical aspects of theatre throughout major points of history.
- Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was created.
- Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically.
- Compare and contrast conventions of ancient and contemporary world theatrical forms.
- Analyze theatrical styles that challenge the social mores/zeitgeist of various historical periods.
- Analyze how dramatic literature and theatre is used to sway public opinion and question social norms.
- Analyze how the theatre experience has or has not changed across a spectrum of historical period.

Evidence of Learning

Formative Assessments:

- Various quizzes and tests on content.
- Participation in discussions.
- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance "notes."
- Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric.
- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
- Students will create 'genre' presentations that include historical and current examples of the genre's type and style.
- Students will perform a scene in the style of the selected genre.

Additional Assessments may include:

- Analyzing primary source documents on the history of theatre and the cultures of origin.
- Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research
- Use technology to create a presentation on the impact of theatre on specific groups of people and historical events.

Summative/Benchmark Assessment(s):

Create PowerPoint presentations on actors who greatly impacted theatre.

Students will create 'era' presentations that include history and performance of a historical scene.

Resources/Materials (copy hyperlinks for digital resources):

- *American Theatre Magazine*
- *Playing Period Plays* by Lyn Oxenford
- *Drama of Color: Improvisation with Multi Ethnic Folklore* by Johnny Saldana
- Digital Shakespeare Texts: <http://www.folgerdigitaltexts.org/?chapter=4>
- <http://globalshakespeares.mit.edu/#>
- Glossary of Terms

Modifications:

- Special Education Students
 - Use sentence/paragraph frames to assist with writing reports.
 - Create a world wall with cultural theatre names/vocabulary.
 - Utilize graphic responses in journals.
 - Provide extended time for written responses and reports.
- English Language Learners
 - Use sentence/paragraph frames to assist with writing reports.
 - Create a world wall with cultural theatre names/vocabulary.
 - Work with a partner to develop written reports and journal entries.
 - Provide extended time for written responses and reports.
- At-Risk Students
 - Invite parents/guardians to participate in sharing cultural plays.
 - Provide an outline for journal entries and study guides.
 - Provide extended time for written responses and reports.
- Gifted and Talented Students
 - Create an original play based on the cultural themes and theatre elements of a particular style.
 - Incorporate multiple types of resources, including text, video, interviews, etc., into a report on an actor or playwright from specific time period or culture.

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Historical Overview	Students will learn about how theatre was used in various historical eras.	2-3 Days
Theatre Resources	Students will be able to read, understand, and evaluate various theatrical resources for historical purposes.	2-3 Days
Readings from Different Eras	Read at least one play from the following eras: <ul style="list-style-type: none"> • Ancient Greece • Medieval Europe • 17th Century France • 18th Century Germany 	3-4 Weeks
Eras of Western Theatre	Create a chronological chart that displays the seven eras of Western theatre.	1-2 Weeks
Cultural Theatre	Experience at least three of the cultural forms through videos: <ul style="list-style-type: none"> • Japanese Theatre • Latino Theatre • Opera • American Musical Theatre 	1 Week
Theatre Innovations	Using online and video resources research one of the selected eras of theatrical innovations or cultural forms to complete a project: <ul style="list-style-type: none"> • Designing a set model • Performing scenes • Write a historical overview essay of a time period 	2-3 Weeks
Characteristics of Western Theatre	Identify the distinguishing characteristics of a major period in Western theatrical innovation.	1-3 Days

Technology in Theatre	Examine applications and influences of technology in theatrical works and their impact on the performance and audience's' perception and experiences around the world.	1-3 Days
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Unit Overview

Content Area: Aesthetics

Unit Title: Unit 2, Aesthetic Response

Grade Level: 9-12

Unit Summary:

Students will explore the strategies for evaluating theatre experiences, personal work and the work of others. Students will also learn to analyze the fundamentals of acting as the actor uses his voice, mind, and body.

Interdisciplinary

Connections:

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

21st Century

Themes and Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
NJSLS 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.
NJSLS 1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
NJSLS 1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
NJSLS 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.
NJSLS 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.
Technology Standard 8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
Technology Standard 8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Unit Essential Question(s):

- How do your personal experiences affect your script writing?
- How can writing a script help an actor understand himself/herself and others or the world around them?
- How do actors utilize a script to initiate character development?
- What is the artist's intent?
- What make a theatre work unique?

Unit Enduring Understandings:

- Live and recorded performances of technical theatre can communicate meaning to an audience.
- Developing skills, self-discipline, and artistic expertise are necessary to achieve success.
- Continuous evaluations tie original

intent to the final product.

- Rewriting scripts can establish foundations for future theatrical endeavors.

Unit Learning Targets/Objectives:

Students will...

- Analyze the physical, emotional and social attributes of characters to make informed choices about character development derived from information in the script and the social, political, historical circumstances of the play.
- Evaluate the technical and artistic merits of a theatrical production within the context of its social, historical and/or political significance, craftsmanship, and originality as criteria for an informed response regarding the successful communication of the director's vision.
- Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context.
- Ascertain the aesthetic of a theatrical production based on the technical production and performance values.

Evidence of Learning

Formative Assessments:

- Write a detailed assessment of the process and outcomes in both of the commencement projects, and participate in an extended oral critique of both projects with classmates and
- Instructors.
- Analyze, critique and review performance from a range of styles and genres in live venues, film and video by identifying production
- and dramatic elements.
- Demonstrate the ability to analyze the critiques and reviews of others.
- Character work with scene partner

Summative/Benchmark Assessment:

- Students will create a final character score that includes the objective, super-objective, spine, intentions, and backstory.
- They will perform their monologue.

Resources/Materials:

- [High School Theater Critique Lesson Plan](#)
- American Theatre Magazine
- www.theatremania.com
- Hot Seat: Theatre Criticism for the New York Times, 1980 to 1993
- [Glossary of Terms](#)

Modifications:

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| <ul style="list-style-type: none"> • Special Education Students ➤ Students are given scripts of appropriate difficulty. ➤ Scripts may vary in length, complexity of language, and dialect. • English Language Learners ➤ Provide list of vocabulary words commonly used with responding to/critiquing works of art (theater). | <ul style="list-style-type: none"> • At-Risk Students ➤ Conference with teacher during the critique/review process. • Gifted and Talented Students ➤ Write detailed reflections to live and/or video performances. |
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Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Performance Styles	View and respond to a variety of live/video performances representing a range of styles (classical, Western, contemporary) and venues (Broadway, off-Broadway, college, high school).	1 Week

Writing a Review	Write reviews or comparative essay of two viewed performances contrasting performance elements, including <ul style="list-style-type: none"> • Theatre performance space • Scenery, costumes, lighting 	1-2 Weeks
Professional Research	Research professional reviews of theatrical productions using computer resources.	1 Week
Researching a Character	Students will learn about the research necessary to create a character.	1 week
Developing and Performing a Character (monologue)	Students will be able to read, understand, and complete a full character score and perform their monologue.	2-3 Weeks
Researching Scenes	Students will learn about the research necessary to create a character from a scene.	1 week
Developing and Performing a Character (scene)	Students will be able to read, understand, and complete a full character score in tandem with a scene partner. They will perform their scene.	2-3 weeks
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Unit Overview

Content Area: Performance**Unit Title: Performance****Grade Level: 9-12****Unit Summary:**

Students will develop a broad-based body of knowledge and technical skills to enhance perception, interpretation and performance.

Interdisciplinary Connections:

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.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

21st Century Themes and Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
NJSLS 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.
NJSLS 1.3.12.C.1	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
NJSLS 1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
Technology Standard 8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
Technology Standard 8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Unit Essential Question(s):

- How do performers choose the method of acting for a particular performance?
- What are the different methods of training in drama?
- What background work does a performer in preparation for a role do?
- How does a performer prepare for stepping onto the stage?
- How do you control stage fright through relaxation techniques?

Unit Enduring Understandings:

- Advanced acting techniques address the subtleties of characterization.
- Using costume, make-up and research, actors strive to make their characters believable for the audience.
- Research continues to be a major part of each new play undertaken and provides direction for creating characterizations and guidance for solving technical challenges.
- Involvement with production/performance tasks include basic crew assignments and front of house responsibilities.
- Technical theatre elements include set changes, maintaining visual lines for the audience, blocking and meeting the director's specifications.

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

- Recognize the distinguishing characteristics of theatre from diverse cultures.
- Trace the development of technical aspects of theatre throughout major points of history.
- Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was created.
- Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically.
- Compare and contrast conventions of ancient and contemporary world theatrical forms.
- Analyze theatrical styles that challenge the social mores/zeitgeist of various historical periods.
- Analyze how dramatic literature and theatre is used to sway public opinion and question social norms.
- Analyze how the theatre experience has or has not changed across a spectrum of historical period.

Evidence of Learning**Formative Assessments:**

- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance "notes."
- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
- Activities that require the rules of improv to be followed
- Improv games
- Various quizzes and tests on content
- Participation in discussions
- Participation in tongue twisters
- Participation in speech and tone exercises

Summative/Benchmark Assessment(s):

Students will participate in an improv show where they are able to use previously developed stock characters to fit into spontaneously generated situations.

[Theatre Performance Rubric](#)

Resources/Materials (copy hyperlinks for digital resources):*Suggested Plays*

- Eugene O'Neill - Ah, Wilderness
- Arthur Miller - The Crucible
- Tennessee Williams - The Glass Menagerie
- August Wilson - Fences
- Anton Chekhov - The Cherry Orchard
- Henrik Ibsen - A Doll's House

Suggested Contemporary Monologues

- Moving Parts by Nina by Shengold and Eric Lane
- The Actor's Book of Contemporary Stage Monologues by Nina Shengold
- Duo!: The Best Scenes for Two for the 21st Century by Rebecca Dunn Jaroff, Bob Shuman, Joyce E. Henry
- Play the Scene: The Ultimate Collection of Contemporary and Classic Scenes and Monologues by Michael Schulman, Eva Mekler

[The Most Popular High School Plays And Musicals](#)

[Glossary of Terms](#)

Modifications:

- Special Education Students
 - Choose time, place, mood or theme to focus on when performing a particular theatrical piece.
 - Work with a peer to develop a short theatre performance.
 - Highlight individual speaking parts to provide visual assistance during performance.
- English Language Learners
 - Create visual of common character emotions.
 - Display labeled image of stage components.
 - Highlight individual speaking parts to provide visual assistance during performance.
- At-Risk Students
 - Invite parents/guardians to view and/or participate in a theatre performance.
 - Break dialogue into smaller pieces.
 - Conference with teacher during the acting planning process.
- Gifted and Talented Students
 - Compare and contrast performance techniques from two or more theatrical styles and present findings to peers.
 - Write and perform longer theatrical works, individually and in collaboration with peers.
 - Create an acting resume.

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Make-up and Costume	Design a character's makeup and costume using information from the script, historical contexts and other appropriate sources to inform the design.	1-2 Weeks
Set Design	Create a set design (ground plan) for a scene based on a script analysis, dramaturgical study, and director's vision that includes a justified use of three-dimensional space.	2 Weeks
Lighting/Sound Design	Create and develop justified textual and non-textual moments in a scene using sound and light, based on script analysis, dramaturgical study and director's vision	2 Weeks
Playwriting	Write or devise a short original play that conforms to the dramatic structure of one theatrical genre with a clear beginning, middle, and end.	2-3 Weeks
Directing	Direct a scene from a published or original work demonstrating suitable script analysis and clear visual aesthetics.	1-2 Weeks
Improv	Students will learn the history of and the skills necessary to perform improvisational theatre.	1-2 Weeks
Improv Performance	Students will be able to understand the rules of improv and be able to perform within the scope of those rules.	1 week

Teacher Notes:**Additional Resources**

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