



West Windsor-Plainsboro Regional School District  
Theatre Arts  
Grades 9-12

<b>Unit 1: Mock Talk Show</b>	
Content Area: Theatre	
Course & Grade Level: Theatre Arts, Grades 9-12	
<b>Summary &amp; Rationale</b>	
This unit provides an opportunity for students to “get their feet wet” in a non-judgmental, relaxed environment without the need to memorize a script. Students will explore the use of voice, eye contact, body movement/language and setting.	
<b>Recommended Pacing</b>	
25 Days	
<b>National Core Arts Standards</b>	
<b>Creating</b>	
TH:Cr1.1.1.a	Apply basic research to construct ideas about the visual composition of a drama/theatre work.
TH:Cr1.1.1.b	Explore the impact of technology on design choices in a drama/theatre work.
TH:Cr2.1.1.a	Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
TH:Cr3.1.1.a	Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
TH:Cr3.1.1.b	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
TH:Cr3.1.1.c	Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.
<b>Performing</b>	
TH:Pr5.1.1.b	Use researched technical elements to increase the impact of design for a drama/theatre production.
<b>Responding</b>	
TH: Re7.1.1.a	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
<b>Connecting</b>	
TH:Cn10.1.1.a	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>Technology Standards</b>	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	

- Theatre artists rely on curiosity, and critical inquiry to create art.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists dig deep to uncover multiple layers in order to present more interesting three dimensional characters.

**Unit Essential Questions**

- How do artists learn to present themselves and fellow actors in the most interesting, entertaining, and believable manner?

**Objectives**

**When CREATING, students will know and be able to:**

- Explore various ways to enter and exit a set.
- Enter the set with enthusiasm and confidence.
- Explore options to determine what feels natural, organic and/or appropriate.
- Play with technical elements such as lighting, music, sound to enhance the introduction.
- Interview their classmate to find out what life experiences have made them WHO they are. Document answers on worksheet provided.
- Incorporate Music from various cultures and genres to reflect a purpose.
- Create/design floor plan or set.
- Use information received from interview to create an entertaining/interesting introduction.
- Practice blocking/business/movement.
- Refine and set blocking/business/movement.
- Play with vocal choices (range, tone, quality, inflection, projection) to create an interesting and entertaining introduction.
- Synthesize all of the above to technical elements such as floor plan, blocking, lighting and sound, to maximize desired effect.

**When PRESENTING, students will know and be able to:**

- Apply music, lighting, costumes and makeup to enhance/compliment their performance and influence desired impact on audience.
- Refer to bullet points on a note card (reading from a script is not allowed).
- Incorporate vocal range, tone, quality, inflection and projection to create an interesting and entertaining introduction.
- Incorporate information from interview into loosely rehearsed dialogue.
- Maintain clear/articulated speech.
- Project voice to entire audience.
- Maintain eye contact with audience.
- Present with ease and comfort on stage.

**When RESPONDING, students will know and be able to:**

- Reflect on the influence an actor’s performance, dialogue or technical components (ie.sound, lighting, set design) have on an audience. (Defend or dispute specific choices.)
- Critique and evaluate talk show host performance utilizing rubric provided.

**When CONNECTING, students will know and be able to:**

- Examine how personal experiences and culture may touch or affect an audience.
- Examine and play with how your own personal experience helps to shape your performance.
- Examine how your scene partner’s personal experiences can shape your performance and establish (or inhibit) a connection with them.

**Evidence of Learning**

**Assessment**

Teacher created assessments

<b>Competencies for 21st Century Learners</b>			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
<b>Resources</b>			
<ul style="list-style-type: none"> <li>• Teacher and student created scripts, monologues and/or resources</li> <li>• Teacher-selected scripts, monologues and resources</li> </ul>			

## Unit 2: Scene Work: Large Group Scenes

Content Area: Theatre

Course & Grade Level: Theatre Arts, Grades 9-12

### Summary & Rationale

A good actor must speak and move appropriately for their character. Most importantly, he must be BELIEVED. This unit will provide students the opportunity to work collaboratively and creatively to synthesize fundamentals learned from voice, body and acting techniques. Students will begin to learn how to apply given circumstances, empathy and substitution methods in order to create a believable performance.

### Recommended Pacing

40 Days

### National Core Arts Standards

#### Creating

TH:Cr1.1.1.a	Apply basic research to construct ideas about the visual composition of a drama/theatre work.
TH:Cr1.1.1.b	Explore the impact of technology on design choices in a drama/theatre work.
TH:Cr1.1.1.c	Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
TH:Cr2.1.1.a	Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
TH:Cr2.1.1.b	Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
TH:Cr3.1.1.a	Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
TH:Cr3.1.1.b	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
TH:Cr3.1.1.c	Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

#### Performing

TH:Pr4.1.1.a	Examine how character relationships assist in telling the story of a drama/theatre work
TH:Pr4.1.1.b	Shape character choices using given circumstances in a drama/theatre work.
TH:Pr5.1.1.a	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
TH:Pr5.1.1.b	Use researched technical elements to increase the impact of design for a drama/theatre production.
TH:Pr6.1.1.a	Perform a scripted drama/theatre work for a specific audience.

#### Responding

TH: Re7.1.1.a	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
TH:Re8.1.1.a	Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
TH:Re8.1.1.b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
TH:Re8.1.1.c	Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

TH:Re9.1.1.a	Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
TH:Re9.1.1.b	Consider the aesthetics of the production elements in a drama/theatre work.
TH:Re9.1.1.c	Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.
<b>Connecting</b>	
TH:Cn10.1.1.a	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
TH:Cn11.1.1.a	Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.
TH:Cn11.2.1.a	Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
TH:Cn11.2.1.b	Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>Technology Standards</b>	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Theatre artists rely on intuition, curiosity, and critical inquiry.</li> <li>● Theatre artists work to connect/empathize with the characters in a theatrical piece.</li> <li>● Theatre artists develop personal processes and skills for a performance or design.</li> <li>● Theatre artists use “given circumstances” to assess and create art.</li> <li>● Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>● How, when, and why do theatre artists’ choices change?</li> <li>● How do theatre artists transform and edit their initial ideas?</li> <li>● Why are strong choices essential to interpreting a drama or theatre piece?</li> <li>● What can I do to fully prepare a performance?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, students will know and be able to:</b>	
<ul style="list-style-type: none"> <li>● Research influences in a character’s life that makes them WHO they are. Document answers to questions about a character.</li> <li>● Explore various methods of staging a dramatic work.</li> </ul>	

- Explore options to determine what feels natural and organic.
- Play with technical elements such as music and sound to enhance a dramatic work.
- Play with time periods, design props/costumes, use inspiration from other works or sources.
- Collaborate with classmates to determine vision or intent and determine how to effectively communicate that to an audience.
- Assign roles: actors and/or student directors.
- Create/design floor plan or set.
- Practice blocking/business/movement.
- Refine and set blocking/business/movement.
- Play with physical choices (age, strength, body type, status) to create a believable character/performance.
- Play with vocal choices (range, age, social status, dialect, inflection, emphasis) to create a believable character/performance.
- Synthesize technical elements such as floor plan, blocking and sound to maximize desired effect.

**When PRESENTING, students will know and be able to:**

- Explore character's inner and outer lives based on author's intent through Script Analysis, Character Analysis, Scene Work, Techniques, and Acting Exercises.
- Apply information given by the playwright to determine WHY and HOW a character makes certain choices through Character Analysis, determining objective, obstacle and tactics.
- Explore Stanislavski (emotional recall, sense memory) in Scene Work, Character Analysis, Techniques, Acting Exercises.
- Research, explore and apply music, lighting, costumes and make-up to enhance/compliment the actor's performance and influence desired impact on audience.
- Present a final Scene, by applying acquired knowledge of voice, body movement, character analysis and acting techniques.

**When RESPONDING, students will know and be able to:**

- Reflect on the influence an actor's performance, dialogue, technical components such as sound, lighting, and set design has on an audience. (Defend or dispute specific choices.)
- Utilize memory recall or sensory recall to execute intent and influence performance.
- Determine what acting technique works best for your performance by comparing various methods, options and techniques.
- Consider ethnic and cultural influences when analyzing a script, doing scene work, evaluating/watching a dramatic work, conducting character analysis.
- Use personal experience and beliefs to influence and/or defend choices made in Scene Work Script Analysis, Character Analysis. Discuss and or defend choices with classmates and teacher regarding performances and peer evaluations.
- Critique and evaluate dramatic works, theatre performances utilizing rubrics.
- Evaluate production elements such as sets sound, music, costumes when viewing, reading or performing a theatrical work.
- Examine the author's intent in a theatrical piece/performance. What is the "meaning behind the play, scene, performance or story?"

**When CONNECTING, students will know and be able to:**

- Examine how personal experiences, upbringing, moral/social beliefs may affect a performance of a Scene.
- Examine how socio-economic status and geography will affect performances.
- Examine and play with how your own personal experience helps to shape a character or dramatic work.

- Investigate effects of historical events and historical context on a character, scene, or play.
- Practice and study various acting techniques to connect with dramatic work as well as audience.
- Practice and examine the relevance of SES and cultural background on a character's behavior.

### **Evidence of Learning**

#### **Assessment**

Teacher created assessments

#### **Competencies for 21st Century Learners**

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

### **Resources**

- Teacher and student created scripts, monologues and/or resources
- Teacher-selected scripts, monologues and resources



### Unit 3: Scene Work: Small Group/Duo Scenes

Content Area: Theatre

Course & Grade Level: Theatre Arts, Grades 9-12

#### Summary & Rationale

A good actor must speak and move appropriately for their character. Most importantly, he must be BELIEVED. This unit will provide students the opportunity to work collaboratively and creatively to synthesize fundamentals learned from voice, body and acting techniques. Students will begin to learn how to apply given circumstances, empathy and substitution methods in order to create a believable performance.

#### Recommended Pacing

40 Days

#### National Core Arts Standards

##### Creating

TH:Cr1.1.1.a	Apply basic research to construct ideas about the visual composition of a drama/theatre work.
TH:Cr1.1.1.b	Explore the impact of technology on design choices in a drama/theatre work.
TH:Cr1.1.1.c	Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
TH:Cr2.1.1.a	Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
TH:Cr2.1.1.b	Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
TH:Cr3.1.1.a	Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
TH:Cr3.1.1.b	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
TH:Cr3.1.1.c	Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

##### Performing

TH:Pr4.1.1.a	Examine how character relationships assist in telling the story of a drama/theatre work
TH:Pr4.1.1.b	Shape character choices using given circumstances in a drama/theatre work.
TH:Pr5.1.1.a	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
TH:Pr5.1.1.b	Use researched technical elements to increase the impact of design for a drama/theatre production.
TH:Pr6.1.1.a	Perform a scripted drama/theatre work for a specific audience.

##### Responding

TH: Re7.1.1.a	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
TH:Re8.1.1.a	Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
TH:Re8.1.1.b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
TH:Re8.1.1.c	Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.

TH:Re9.1.1.a	Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
TH:Re9.1.1.b	Consider the aesthetics of the production elements in a drama/theatre work.
TH:Re9.1.1.c	Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.
<b>Connecting</b>	
TH:Cn10.1.1.a	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
TH:Cn11.1.1.a	Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.
TH:Cn11.2.1.a	Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
TH:Cn11.2.1.b	Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>Technology Standards</b>	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Theatre artists rely on intuition, curiosity, and critical inquiry.</li> <li>● Theatre artists work to connect/empathize with the characters in a theatrical piece.</li> <li>● Theatre artists develop personal processes and skills for a performance or design.</li> <li>● Theatre artists use “given circumstances” to assess and create art.</li> <li>● Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>● How, when, and why do theatre artists’ choices change?</li> <li>● How do theatre artists transform and edit their initial ideas?</li> <li>● Why are strong choices essential to interpreting a drama or theatre piece?</li> <li>● What can I do to fully prepare a performance?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, students will know and be able to:</b>	
<ul style="list-style-type: none"> <li>● Research influences in a character’s life that makes them WHO they are. Document answers to questions about your character.</li> <li>● Explore various methods of staging a dramatic work.</li> </ul>	

- Explore options to determine what feels natural and organic.
- Play with technical elements such as music and sound to enhance a dramatic work.
- Research influences in a character's life that makes them WHO they are. Document answers to questions about your character.
- Play with Time Periods, Design Props/Costumes, Use Inspiration from other works or sources.
- Collaborate with classmates to determine vision or intent and determine how to effectively communicate that to an audience.
- Assign roles: actors, student directors.
- Create/design floor plan or set.
- Practice blocking/business/movement.
- Refine and set blocking/business/movement.
- Play with physical choices (age, strength, body type, status) to create a believable character/performance.
- Play with vocal choices (range, age, social status, dialect, inflection, emphasis) to create a believable character/performance
- Synthesize technical elements such as floor plan, blocking and sound to maximize desired effect.

**When PRESENTING, students will know and be able to:**

- Explore character's inner and outer lives based on author's intent through Script Analysis, Character Analysis, Scene Work, Techniques, and Acting Exercises.
- Apply information given by the playwright to determine WHY and HOW a character makes certain choices through character analysis, determining objective, obstacle and tactics.
- Explore Stanislavski Technique (emotional recall, sense memory) in Scene Work, Character Analysis, Acting Exercises.
- Research, explore and apply music, costumes and make-up to enhance/compliment the actors performance and influence desired impact on audience.
- Present a final Scene by applying acquired knowledge of voice, body, character analysis, script analysis and acting techniques.

**When RESPONDING, students will know and be able to:**

- Reflect on the influence an actor's performance, dialogue, technical components such as sound, lighting, and set design has on an audience. (Defend or dispute specific choices.)
- Utilize memory recall or sensory recall to execute intent and influence performance.
- Determine what acting technique works best for your performance by comparing various methods, options and techniques.
- Consider ethnic and cultural influences when analyzing a script, doing scene work, evaluating/watching a dramatic work, conducting character analysis.
- Use personal experience and beliefs to influence and/or defend choices made in Scene Work Script Analysis, Character Analysis. Discuss and or defend choices with classmates and teacher regarding performances and peer evaluations.
- Critique and evaluate dramatic works, theatre performances utilizing rubrics.
- Evaluate production elements such as set design, sound, music, costumes when viewing, reading or performing a theatrical work.
- Examine the author's intent in a theatrical piece/performance. What is the "meaning behind the play, scene, performance or story?"

**When CONNECTING, students will know and be able to:**

- Examine how personal experiences, upbringing, moral/social beliefs may affect a performance of a scene.
- Examine how socio-economic status and geography will affect performances.

- Examine and play with how your own personal experience helps to shape a character or dramatic work.
- Investigate effects of historical events and historical context on a character, scene, or play.
- Practice and study various acting techniques to connect with dramatic work as well as audience.
- Practice and examine the relevance of SES and cultural background on a character's behavior.

### **Evidence of Learning**

#### **Assessment**

Teacher created assessments

#### **Competencies for 21st Century Learners**

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

### **Resources**

- Teacher and student created scripts, monologues and/or resources
- Teacher-selected scripts, monologues and resources

## Unit 4: Scene Work: Monologues

Content Area: Theatre

Course & Grade Level: Theatre Arts, Grades 9-12

### Summary & Rationale

This unit will provide students the opportunity to synthesize and apply all prior acting principles and experience for their final solo performance. The monologue unit will encourage students to dig deeper into their understanding of character analysis and the importance of inner dialogue.

### Recommended Pacing

20 Days

### National Core Arts Standards

#### Creating

TH:Cr1.1.1.a	Apply basic research to construct ideas about the visual composition of a drama/theatre work.
TH:Cr1.1.1.b	Explore the impact of technology on design choices in a drama/theatre work.
TH:Cr1.1.1.c	Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
TH:Cr2.1.1.a	Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
TH:Cr2.1.1.b	Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
TH:Cr3.1.1.a	Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
TH:Cr3.1.1.b	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
TH:Cr3.1.1.c	Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

#### Performing

TH:Pr4.1.1.a	Examine how character relationships assist in telling the story of a drama/theatre work
TH:Pr4.1.1.b	Shape character choices using given circumstances in a drama/theatre work.
TH:Pr5.1.1.a	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
TH:Pr5.1.1.b	Use researched technical elements to increase the impact of design for a drama/theatre production.
TH:Pr6.1.1.a	Perform a scripted drama/theatre work for a specific audience.

#### Responding

TH: Re7.1.1.a	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
TH:Re8.1.1.a	Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
TH:Re8.1.1.b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
TH:Re8.1.1.c	Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.
TH:Re9.1.1.a	Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.

TH:Re9.1.1.b	Consider the aesthetics of the production elements in a drama/theatre work.
TH:Re9.1.1.c	Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.
<b>Connecting</b>	
TH:Cn10.1.1.a	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
TH:Cn11.1.1.a	Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.
TH:Cn11.2.1.a	Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
TH:Cn11.2.1.b	Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>Technology Standards</b>	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Theatre artists rely on intuition, curiosity, and critical inquiry.</li> <li>● Theatre artists work to connect/empathize with the characters in a theatrical piece.</li> <li>● Theatre artists develop personal processes and skills for a performance or design.</li> <li>● Theatre artists use “given circumstances” to assess and create art.</li> <li>● Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>● How, when, and why do theatre artists’ choices change?</li> <li>● How do theatre artists transform and edit their initial ideas?</li> <li>● Why are strong choices essential to interpreting a drama or theatre piece?</li> <li>● What can I do to fully prepare a performance?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, students will know and be able to:</b>	
<ul style="list-style-type: none"> <li>● Research influences in a character’s life that makes them WHO they are. Document answers to questions about your character.</li> <li>● Explore various methods of staging a dramatic work.</li> <li>● Explore options to determine what feels natural and organic.</li> <li>● Play with technical elements such as lighting, music, sound to enhance a dramatic work.</li> </ul>	

- Play with Time Periods, Design Props/Costumes, and use inspiration from other works or sources.
- Collaborate with classmates to determine vision or intent and determine how to effectively communicate that to an audience.
- Create/design floor plan or set.
- Practice blocking/business/movement.
- Refine and set blocking/business/movement.
- Play with physical choices (age, strength, body type, status) to create a believable character/performance.
- Play with vocal choices (range, age, social status, dialect, inflection, emphasis) to create a believable character/performance
- Synthesize technical elements such as floor plan, blocking, lighting and sound, to maximize desired effect.

**When PRESENTING, students will know and be able to:**

- Explore character's inner and outer lives based on author's intent through Script Analysis, Character Analysis, Scene Work, Techniques, and Acting Exercises.
- Apply information given by the playwright to determine WHY and HOW a character makes certain choices through Character Analysis, determining objective, obstacle and tactics.
- Explore Stanislavski Techniques: (emotional recall, sense memory) in Scene Work, Character Analysis,, Acting Exercises.
- Research, explore and apply music, costumes and make-up to enhance/compliment the actors performance and influence desired impact on audience.
- Present a final monologue by applying acquired knowledge of voice, body, character analysis and acting techniques.

**When RESPONDING, students will know and be able to:**

- Reflect on the influence an actor's performance, dialogue, technical components such as sound, lighting, and set design has on an audience. (Defend or dispute specific choices.)
- Utilize memory recall or sensory recall to execute intent and influence performance.
- Determine what acting technique works best for your performance by comparing various methods, options and techniques.
- Consider ethnic and cultural influences when analyzing a script, doing scene work, evaluating/watching a dramatic work, conducting character analysis.
- Use personal experience and beliefs to influence and/or defend choices made in Scene Work, Script Analysis, Character Analysis. Discuss and or defend choices with classmates and teacher regarding performances and peer evaluations.
- Critique and evaluate dramatic works, theatre performances utilizing rubrics.
- Evaluate production elements such as sets sound, music, costumes when viewing, reading or performing a theatrical work.
- Examine the author's intent in a theatrical piece/performance. What is the "meaning behind the play, scene, performance or story?"

**When CONNECTING, students will know and be able to:**

- Examine how personal experiences, upbringing, moral/social beliefs may affect a performance of a Scene, Monologue or One Act Play.
- Examine how socio-economic status and geography will affect performances.
- Examine and play with how your own personal experience helps to shape a character or dramatic work.
- Investigate effects of historical events and historical context on a character, scene, or play.

- Practice and study various acting techniques to connect with dramatic work as well as audience.
- Practice and examine the relevance of SES and cultural background on a character's behavior.

### Evidence of Learning

#### Assessment

Teacher created assessments

#### Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

### Resources

- Teacher and student created scripts, monologues and/or resources
- Teacher-selected scripts, monologues and resources



<b>Unit 5: Improvisation</b>	
Content Area: Theatre	
Course & Grade Level: Theatre Arts, Grades 9-12	
<b>Summary &amp; Rationale</b>	
Life events often catch us by surprise. Being able to react quickly, problem solve, think on our feet and work collaboratively are necessary 21st century skills. In this unit students will learn to work together toward a common goal without the opportunity of prior practice or planning	
<b>Recommended Pacing</b>	
30 Days	
<b>National Core Arts Standards</b>	
<b>Creating</b>	
TH:Cr2.1.1.b	Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
TH:Cr3.1.1.b	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
<b>Performing</b>	
TH:Pr4.1.1.b	Shape character choices using given circumstances in a drama/theatre work.
<b>Responding</b>	
TH:Re8.1.1.c	Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.
TH:Re9.1.1.a	Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
<b>Connecting</b>	
TH:Cn10.1.1.a	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
TH:Cn11.2.1.a	Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
TH:Cn11.2.1.b	Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work
<b>Interdisciplinary Standards</b>	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>Technology Standards</b>	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Theatre artists can create immediately and without preparation.</li> <li>• Theatre artists work to develop and hone concentration skills.</li> </ul>	

- Theatre artists rely on creativity, imagination, and their ability to use past personal experiences.
- Theatre artists make strong choices to effectively convey meaning.

**Unit Essential Questions**

- Why are strong, brave and bold choices essential to an improvisational theatre piece?
- What happens when theatre artists explore an idea and allow it to develop?
- What happens when a theatre artist creates a “roadblock” for their scene partner?

**Objectives**

**When CREATING, Students will know and be able to:**

- Assign roles: actors, student directors.
- Create/design floor plan or set.
- Play with physical choices (age, strength, body type, status) to create a believable character/performance.
- Play with vocal choices (range, age, social status, dialect, emphasis, inflection, projection etc.) to create a believable character/performance.

**When PERFORMING, Students will know and be able to:**

- Apply rules of the improv game to determine WHY and HOW a character makes certain choices, determines objective, obstacle and tactics.

**When RESPONDING, Students will know and be able to:**

- Use personal experience and beliefs to influence and defend choices made in Improv Game. Discuss and or defend choices with classmates and teacher regarding performances and peer evaluations.
- Critique and evaluate performances utilizing rubrics and in class discussions.

**When CONNECTING, Students will know and be able to:**

- Examine how personal experiences, upbringing, moral/social beliefs may affect a game.
- Examine how socio-economic status and geographics will affect performance through Improvisation Games.
- Examine and play with how your own personal experience helps to shape a character in Improvisation.
- Practice and study various acting techniques to connect with other actors in the game as well as audience.
- Practice and examine how SES and cultural background can influence a character’s behavior.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

**Resources**

- Teacher and student created scripts, monologues and/or resources
- Teacher-selected scripts, monologues and resources

## Unit 6: Musical Theatre

Content Area: Theatre

Course & Grade Level: Theatre Arts, Grades 9-12

### Summary & Rationale

In this unit, students will be exposed to and taught choreography from several musical genres. The unit ends in a culminating activity where students present original choreography on stage to a piece of music selected by their group. .

### Recommended Pacing

25 Days

### National Core Arts Standards

#### Creating

TH:Cr1.1.1.a	Apply basic research to construct ideas about the visual composition of a drama/theatre work.
TH:Cr1.1.1.b	Explore the impact of technology on design choices in a drama/theatre work.
TH:Cr1.1.1.c	Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
TH:Cr2.1.1.a	Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
TH:Cr2.1.1.b	Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.
TH:Cr3.1.1.a	Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
TH:Cr3.1.1.b	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
TH:Cr3.1.1.c	Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.

#### Performing

TH:Pr4.1.1.b	Shape character choices using given circumstances in a drama/theatre work.
TH:Pr5.1.1.a	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
TH:Pr5.1.1.b	Use researched technical elements to increase the impact of design for a drama/theatre production.
TH:Pr6.1.1.a	Perform a scripted drama/theatre work for a specific audience.

#### Responding

TH: Re7.1.1.a	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
TH:Re8.1.1.a	Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
TH:Re8.1.1.b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
TH:Re8.1.1.c	Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.
TH:Re9.1.1.a	Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
TH:Re9.1.1.b	Consider the aesthetics of the production elements in a drama/theatre work.

TH:Re9.1.1.c	Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.
<b>Connecting</b>	
TH:Cn10.1.1.a	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
TH:Cn11.1.1.a	Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.
TH:Cn11.2.1.a	Research how other theatre artists apply creative processes to tell stories in a devised or scripted drama/theatre work, using theatre research methods.
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>Technology Standards</b>	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Theatre artists combine voice, movement and song to tell a story.</li> <li>● Theatre artists refine their work and practice their craft through rehearsal.</li> <li>● Theatre artists make strong choices to effectively convey meaning.</li> <li>● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>● How do theatre artists transform and edit their initial ideas?</li> <li>● Why are strong choices essential to interpreting a drama or theatre piece?</li> <li>● What can I do to fully prepare a performance or technical design?</li> <li>● How can the same work of art communicate different messages to different people?</li> </ul>	
<b>Objectives</b>	
<p><b>When CREATING, Students will know and be able to:</b></p> <ul style="list-style-type: none"> <li>● Explore various methods of staging a musical number or scene.</li> <li>● Explore options to determine what feels natural and organic.</li> <li>● Explore musical productions throughout various time periods.</li> <li>● Play with technical elements such as music, sound to enhance a dramatic work.</li> <li>● Research influences in a character's life that makes them WHO they are. Document answers to questions about your character.</li> <li>● Play with Time Periods, Design Props/Costumes, and use inspiration from other works or sources.</li> </ul>	

- Collaborate with classmates to determine vision or intent and determine how to effectively communicate that to your audience.
- Assign roles: actors, student choreographers.
- Practice blocking, business, movement and choreography.
- Refine and set blocking, business, movement and choreography.
- Play with and explore physical choices (age, strength, body type, status) to create a believable character/performance.
- If student opts to perform a solo they will: Play with and explore vocal choices (range, age, social status, dialect, projection, emphasis, inflection) to create a believable character/performance.
- Synthesize technical elements such as floor plan, blocking, and sound, to maximize desired effect.

**When PERFORMING, Students will know and be able to:**

- Apply information given by the playwright to determine WHY and HOW a character makes certain choices.
- Research, explore and apply music, costumes and makeup to enhance/compliment the actors' performance and influence desired impact on audience.
- Present a final Scene and or musical number based on acquired knowledge of voice, body, character analysis, choreography and acting techniques.

**When RESPONDING, Students will know and be able to:**

- Reflect on the influence an actor's performance, dialogue and technical components such as sound, and set design has on an audience. (Defend or dispute specific choices.)
- Utilize memory recall or sensory recall to execute intent and influence performance.
- Determine what acting technique works best for your performance by comparing various methods, options and techniques.
- Consider ethnic and cultural influences when analyzing a musical number or choreography and conducting character analysis.
- Use personal experience and beliefs to influence and defend choices made in a musical number.
- Discuss and or defend choices with classmates and teacher regarding performances and peer evaluations.
- Critique and evaluate scenes, vocals and/or choreography utilizing rubrics.
- Evaluate production elements such as sets sound, music, costumes when viewing, reading or performing a theatrical work.
- Examine the author's intent in a theatrical piece/performance. What is the "meaning behind the play, scene, performance or story?"

**When CONNECTING, Students will know and be able to:**

- Examine how personal experiences, upbringing, moral/social beliefs may affect a performance or dramatic piece.
- Examine how socio-economic status and geography may affect a performance or dramatic work.
- Examine and play with how your own personal experience helps to shape or connect with a character or dramatic work.
- Investigate effects of historical events and historical context on a dramatic work.
- Practice and study various acting techniques to connect with dramatic work as well as audience.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

X

Collaborative Team Member

X

Effective Communicator

X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
<b>Resources</b>			
<ul style="list-style-type: none"> <li>● Teacher and student created scripts, monologues and/or resources</li> <li>● Teacher-selected scripts, monologues and resources</li> </ul>			

<b>Unit X: Voice Production</b>	
Content Area: Theatre	
Course & Grade Level: Theatre Arts, Grades 9-12	
<b>Summary &amp; Rationale</b>	
All students should understand how to utilize and manipulate their voice. Throughout the year, students will explore the voice as an instrument. Students will learn how to recognize and correct bad habits in their own voices as well as how to utilize and manipulate the voice to accomplish desired outcomes.	
<b>Recommended Pacing</b>	
180 Days	
<b>National Core Arts Standards</b>	
<b>Creating</b>	
TH:Cr1.1.1.c	Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
TH:Cr2.1.1.a	Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
TH:Cr3.1.1.b	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
<b>Performing</b>	
TH:Pr4.1.1.a	Examine how character relationships assist in telling the story of a drama/theatre work
TH:Pr4.1.1.b	Shape character choices using given circumstances in a drama/theatre work.
<b>Responding</b>	
TH: Re7.1.1.a	Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
TH:Re8.1.1.a	Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
TH:Re8.1.1.c	Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.
<b>Connecting</b>	
TH:Cn10.1.1.a	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
TH:Cn11.2.1.b	Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>Technology Standards</b>	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
<b>Instructional Focus</b>	

<b>Unit Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>● A theatre artist’s job is to tell a story; therefore, he must be heard.</li> <li>● Theatre artist play with vocal technique to discover different ways to communicate/convey meaning.</li> <li>● Theatre artists refine their work and practice their craft through rehearsal.</li> </ul>			
<b>Unit Essential Questions</b>			
<ul style="list-style-type: none"> <li>● How do theatre artists use their voice to create character, intention and meaning in a theatrical piece?</li> <li>● How, when, and why do theatre artists’ choices change?</li> <li>● How do theatre artists transform and edit their initial ideas?</li> </ul>			
<b>Objectives</b>			
<b>When CREATING, Students will know and be able to:</b>			
<ul style="list-style-type: none"> <li>● Experiment with pitch, tone, range.</li> <li>● Play with vocal choices (range, age, social status, dialect, tone, projection) to create desired vocal affect.</li> </ul>			
<b>When PERFORMING, Students will know and be able to:</b>			
<ul style="list-style-type: none"> <li>● Explore what makes a voice pleasant OR unpleasant to listen to.</li> <li>● Apply learned techniques to create desired vocal effects.</li> <li>● Demonstrate ability to utilize range, tone, projection, inflection to execute desired vocal effect.</li> </ul>			
<b>When RESPONDING, Students will know and be able to:</b>			
<ul style="list-style-type: none"> <li>● Reflect on the influence an actor’s voice has on an audience. (Defend or dispute specific choices.)</li> <li>● Utilize memory recall or sensory recall to execute intent and influence performance.</li> <li>● Use personal experience and beliefs to influence and defend vocal choices made in demonstrating vocal range, character voices, and/or performance. Discuss and or defend choices with classmates and teacher regarding performances and peer evaluations.</li> </ul>			
<b>When CONNECTING, Students will know and be able to:</b>			
<ul style="list-style-type: none"> <li>● Examine and recognize how personal experiences, upbringing, culture, moral/social beliefs may affect vocal tone, inflection, quality, resonance, projection, etc..</li> <li>● Examine and play with how your own personal experience helps to shape a character’s voice in a dramatic work and in our everyday communications.</li> <li>● Practice and examine how the relevance of a social and cultural background can influence our voice in everyday communication as well vocal production in a dramatic work.</li> </ul>			
<b>Evidence of Learning</b>			
<b>Assessment</b>			
Teacher created assessments			
<b>Competencies for 21st Century Learners</b>			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
<b>Resources</b>			
<ul style="list-style-type: none"> <li>● Teacher and student created scripts, monologues and/or resources</li> <li>● Teacher-selected scripts, monologues and resources</li> </ul>			



<b>Unit X: Body &amp; Movement</b>	
Content Area: Theatre	
Course & Grade Level: Theatre Arts, Grades 9-12	
<b>Summary &amp; Rationale</b>	
How we use our bodies is important in everyday life and essential to the success of an actor on stage. Students will learn techniques to help free the mind and relax the body. Students will explore the body as an instrument. Students will learn to recognize and correct bad habits formed in the body as well as how to utilize their instrument properly, and manipulate the body to accomplish desired outcomes in performance.	
<b>Recommended Pacing</b>	
180 Days	
<b>National Core Arts Standards</b>	
<b>Creating</b>	
TH:Cr1.1.1.a	Apply basic research to construct ideas about the visual composition of a drama/theatre work.
TH:Cr1.1.1.c	Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
TH:Cr3.1.1.b	Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
<b>Performing</b>	
TH:Pr4.1.1.a	Examine how character relationships assist in telling the story of a drama/theatre work
TH:Pr4.1.1.b	Shape character choices using given circumstances in a drama/theatre work.
TH:Pr5.1.1.a	Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
<b>Responding</b>	
TH:Re8.1.1.a	Analyze and compare artistic choices developed from personal experiences in multiple drama/theatre works.
TH:Re8.1.1.b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.
TH:Re8.1.1.c	Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.
<b>Connecting</b>	
TH:Cn10.1.1.a	Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.
TH:Cn11.2.1.b	Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work
<b>Interdisciplinary Standards</b>	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>21st Century Life &amp; Career Standards</b>	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation

## Technology Standards

8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
-----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Instructional Focus

### Unit Enduring Understandings

- Theatre artists observe the world around them and strive to recreate it.
- Theatre artists create characters by making/enhancing physical changes.
- Theatre artists refine their work and practice their craft through rehearsal.
- Theatre artists make strong choices to effectively convey meaning.

### Unit Essential Questions

- How do theatre artists manipulate their body to create character, intention and meaning?
- What happens when theatre artists use their observations skills, imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
- How do theatre artists transform and edit their initial ideas?
- Why are strong choices essential to interpreting a drama or theatre piece?

### Objectives

#### When **CREATING**, Students will know and be able to:

- Explore options to determine what feels natural and organic.
- Research influences in our personal lives or that of our character's life that makes them/us who they/we are. Document answers to questions about yourself/ character.
- Explore and recognize bad habits that have formed in the body.
- Play with physical choices (age, strength, body type, status) to create a believable character/performance.

#### When **PERFORMING**, Students will know and be able to:

- Explore character's inner and outer lives based on author's intent through Script Analysis, Character Analysis, Scene Work, Techniques, and Acting Exercises and how that information molds the physical body of a character.
- Apply information given by the playwright to determine WHY and HOW a character makes certain choices through Character Analysis, determining objective, obstacle and tactics.
- Explore acting techniques: (emotional recall, sense memory) in Scene Work, Character Analysis, Acting Exercises, Improvisation and pantomime to influence the body.

#### When **RESPONDING**, Students will know and be able to:

- Reflect on the influence an actor's performance, dialogue, technical components such as sound, lighting, and set design has on an audience. (Defend or dispute specific choices.)
- Utilize memory recall or sensory recall to execute intent and influence performance.
- Consider ethnic and cultural influences when analyzing a script, doing scene work, evaluating/watching a dramatic work, conducting character analysis.
- Use personal experience and beliefs to influence and defend choices made in Scene Work, Script Analysis, Character Analysis. Discuss and or defend choices with classmates and teacher regarding performances and peer evaluations.

#### When **CONNECTING**, Students will know and be able to:

- Examine how personal experiences, upbringing, moral/social beliefs may affect the physical choices made in a performance of a scene, play or monologue.
- Examine how socioeconomic status and geography will affect physical choices and how we use our body in a performance.

- Examine, play with and recognize how personal experience helps to shape the physical body in everyday life as well as when portraying a character or dramatic work.
- Practice and examine how social and cultural background can influence the physical body and/or characters behavior.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Competencies for 21st Century Learners**

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

**Resources**

- Teacher and student created scripts, monologues and/or resources
- Teacher-selected scripts, monologues and resources