



West Windsor-Plainsboro Regional School District Performing Arts 8

Unit 1: Review of Skills	
Content Area: Theatre	
Course & Grade Level: Performing Arts 8	
Summary and Rationale	
<p>The goal of 8th Grade Performing Arts is to have the students continue to develop their Improvisational Theatre skills with impromptu games and live performance opportunities. There will be a unit on the differences between acting on stage and acting for film. Students will collaborate during a Playwriting Unit, and write their own monologues or scenes. The students will do intensive scene study on the History of Theatre, and look at different classical and contemporary plays. 8th Grade students will have a chance to write, produce, act, film, and present their work for audiences throughout the entire school year. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.</p>	
Recommended Pacing	
5 days	
New Jersey Student Learning Standards for Visual & Performing Arts	
Creating	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cr1a	Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
New Jersey Student Learning Standards for English Language Arts	
Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
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
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	

<ul style="list-style-type: none"> ● Theatre artists rely on intuition, curiosity, and critical inquiry.
Unit Essential Questions
<ul style="list-style-type: none"> ● How do I use my imagination and theatre skills to create a believable performance?
Objectives
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Investigate and identify the areas of the stage in order to understand how to properly block a scene. ● Define what Blocking means and be able to explain to their peers. ● Understand how Directors creatively use the stage and Blocking in their performances. ● Understand how to cheat out their bodies, and face the audience. ● Demonstrate responsible behavior and Audience Etiquette through a small group prepared and rehearsed presentation. ● Demonstrate responsible behavior as an Audience Member. ● Demonstrate understanding of nonverbal communication by participating in discussion and various movement activities.
Evidence of Learning
Assessment
Teacher created assessments
Resources
Core Text:

Unit 2: Improvisation**Content Area: Theatre****Course & Grade Level: Performing Arts 8****Summary and Rationale**

The goal of 8th Grade Performing Arts is to have the students continue to develop their Improvisational Theatre skills with impromptu games and live performance opportunities. There will be a unit on the differences between acting on stage and acting for film. Students will collaborate during a Playwriting Unit, and write their own monologues or scenes. The students will do intensive scene study on the History of Theatre, and look at different classical and contemporary plays. 8th Grade students will have a chance to write, produce, act, film, and present their work for audiences throughout the entire school year. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.

The purpose of this Unit is for students to demonstrate their advanced fundamentals of improvisation performance, including working as an ensemble by the completion of full group and small group improvisation games and structured scenes for assessment. Improvisation teaches important life skills and is useful outside of typical performance opportunities and spaces. Students will be able to work comfortably with their entire class in order to create a positive, and accepting ensemble atmosphere.

Recommended Pacing

15 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cr1a	Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Performing

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience

Responding

CPI #	Cumulative Progress Indicator (CPI)
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1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
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
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The ability to adapt to new scenarios and situations is a life skill everyone can acquire. ● Trust and support can create a cooperative and productive work environment. ● Recognize that improvisation is a skill that can be prepared, planned, and executed without spontaneity. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Is improvisation an important skill for everyday life? ● What has the biggest impact on a performance, individual effort or collaborative effort? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Define what Blocking means and be able to explain to their peers. ● Understand how Directors creatively use the stage and Blocking in their performances. ● Understand how to cheat out their bodies, and face the audience. ● Define what improvisation is and be able to explain it to peers. ● Demonstrate responsible behavior as an Audience Member. ● Actively contribute ideas and creatively incorporate the ideas of others in a rehearsal setting of an improvised or theatrical work demonstrating mutual respect for self and others preparing for a performance. ● Demonstrate responsible and respectful behavior while Directing peers. ● Examine and generate original ideas through Improvisational Activities. ● Modify rehearsal techniques and tactics while working through a collaborative rehearsal process. ● Use repetition to refine effective physical, vocal, and physical traits of characters in an improvised theater work exploring the 5 W's. ● Executing Physicality & Voice Techniques such as projection and body language. ● Develop effective physical and vocal traits of characters through improvised activities. 	

- Demonstrate understanding of nonverbal communication by participating in discussion and various movement activities.
- Develop effective physical traits of characters through body language activities.

When PERFORMING, students will know and be able to:

- Implement a variety of acting techniques to increase skills throughout a rehearsal process guided by the student director.
- Examine how character relationships assist in telling the story through improvisational activities.
- Define what objectives are and explain their purpose for characterization.
- Perform a rehearsed structured improvised scene for an audience incorporating the 5 W's.
- Perform a rehearsed Open Scene for an audience.

When RESPONDING, students will know and be able to:

- Individually reflect and assess a theatrical performance through writing a reflection, or discussion.
- Compare recorded personal and peer reactions to artistic choices in a theatrical work after completing a performance.
- Criticize a performance and be able to defend artistic differences between peers' artistic opinions.
- Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work through writing, or peer discussion.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 3: Playwriting/Scene Study**Content Area: Theatre****Course & Grade Level: Performing Arts 8****Summary and Rationale**

The goal of 8th Grade Performing Arts is to have the students continue to develop their Improvisational Theatre skills with impromptu games and live performance opportunities. There will be a unit on the differences between acting on stage and acting for film. Students will collaborate during a Playwriting Unit, and write their own monologues or scenes. The students will do intensive scene study on the History of Theatre, and look at different classical and contemporary plays. 8th Grade students will have a chance to write, produce, act, film, and present their work for audiences throughout the entire school year. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.

The point of this Unit is to learn that new ideas can come from anywhere. Developing a new character and creating their storyline understanding that characters must move the plot forward. Playwriting is completely a free form writing style. This allows not only for more creativity, but also creates more room for interpretation from the directors and actors when reading the play. It involves expressing a personal point of view, bringing a vision to life, developing dimensional characters, structuring a play's action, and then having an actor bring that playwright's works alive.

Recommended Pacing

20 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cr1a	Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Performing

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cn10a	Examine a community issue through multiple perspectives in a theatrical work.
1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
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
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Theatre artists work to discover different ways of communicating meaning. ● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. ● Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. ● Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why do we study Playwriting? ● What value does the audience's perspective bring to the creative process? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Develop strategies in staging problems in an original theatrical work by learning how to write Stage Directions into scenes. ● Organize a Character Profile for a scripted character in a theatrical work. 	

- Develop written Given Circumstances in a scripted theatrical work.
- Demonstrate responsible behavior as an Audience Member.
- Actively contribute ideas and creatively incorporate the ideas of others in original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing original playwriting scene performances.
- Modify rehearsal techniques and tactics while working through a collaborative rehearsal process.
- Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a scripted work, and properly utilizing a Rehearsal Calendar to ensure effective use of rehearsal time.
- Develop effective physical traits of characters through body language activities.

When PERFORMING, students will know and be able to:

- Examine how character relationships assist in telling the story of scripted work.
- Examine how character relationships assist in telling the story of a scripted scene by creating a Character Profile and comparing different character's storylines.
- Interpret and execute character choices using given circumstances to perform scripted material.
- Develop character objectives and tactics in an original work to identify the conflict and overcome the obstacle through a collaborative writing process.
- Perform a rehearsed original scene for an audience.

When RESPONDING, students will know and be able to:

- Individually reflect and assess a theatrical performance through writing a reflection, or discussion.
- Compare recorded personal and peer reactions to artistic choices in a theatrical work after completing a performance.
- Criticize a performance and be able to defend artistic differences between peers' artistic opinions.
- Defend aesthetic choices made in performances through developed rehearsal reports and rehearsal processes through written reflection, or peer discussion.
- Analyze how personal experiences affect artistic choices in a theatrical work through written reflection, or peer discussions.
- Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work through writing, or peer discussion.

When CONNECTING, students will know and be able to:

- Examine a community issue through multiple perspectives in a theatrical work by brainstorming as a class for the Playwriting Unit.
- Examine the impact that is wanted to make on the Community/Grover schools by discussing different perspectives and community outreach options that the students want to pursue.
- Discover different designing styles throughout history and develop design plans that incorporate elements into a theatrical work.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 4: Blocking/Scene Work

Content Area: Theatre

Course & Grade Level: Performing Arts 8

Summary and Rationale

The goal of 8th Grade Performing Arts is to have the students continue to develop their Improvisational Theatre skills with impromptu games and live performance opportunities. There will be a unit on the differences between acting on stage and acting for film. Students will collaborate during a Playwriting Unit, and write their own monologues or scenes. The students will do intensive scene study on the History of Theatre, and look at different classical and contemporary plays. 8th Grade students will have a chance to write, produce, act, film, and present their work for audiences throughout the entire school year. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.

In this unit the students will be able to understand the process of tablework that actors go through as demonstrated by identifying character objectives, obstacles, and tactics in scripted material. They will identify key vocabulary to create a motivated and cohesive scene performance. This will be completed by acknowledging the work that goes into being an actor through discussion and performance experience. Students will be able to understand the defining qualities of each area of theater design where students can develop an appreciation for production roles that do not involve performing. Students will be learning about the role of a Director, and how to lead a rehearsal process with real time practice preparing a scene for a performance.

Recommended Pacing

20 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cr1a	Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Performing

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices
1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
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
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Refining the artistic work through rehearsal allows students to perform with meaning. Understanding the objective, obstacles, and how to utilize tactics in a performance setting can influence how a character is perceived. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What's more important: the Director's vision, or the actor's vision? How do choices made in the rehearsal process affect the intended impact of the audience? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> Investigate and explore different scripted scene options taking into account staging and design expectations to be prepared, rehearsed, and performed. Organize a Character Profile for a scripted character in a theatrical work. 	

- Demonstrate the ability to recognize plot structures and given circumstances by reading a section of a play and presenting storyline description.
- Demonstrate responsible behavior as an Audience Member.
- Demonstrate responsible and respectful behavior while Directing peers.
- Modify rehearsal techniques and tactics while working through a collaborative rehearsal process.
- Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a scripted work, and properly utilizing a Rehearsal Calendar to ensure effective use of rehearsal time.
- Demonstrate focus and concentration in the rehearsal process by analyzing
- and refining choices in a scripted performance.
- Develop a Sound Design for a play or scene performance.
- Develop a Costume Design for a character from a scripted theatre work.
- Develop a Set Design using Given Circumstances from a scripted theatre work.
- Executing Physicality & Voice Techniques such as projection and body language.
- Develop effective physical and vocal traits of scripted characters.
- Develop effective physical traits of characters through body language activities.

When PERFORMING, students will know and be able to:

- Implement a variety of acting techniques to increase skills throughout a rehearsal process guided by the student director.
- Rehearse a variety of memorization techniques to increase skills in a rehearsal that assist in the development of stronger character choices.
- Illustrate a costume design for a scripted character.
- Outline a Lighting Design for a scripted theatrical work.
- Examine how character relationships assist in telling the story of scripted work.
- Examine how character relationships assist in telling the story of a scripted scene by creating a Character Profile and comparing different character's storylines.
- Interpret and execute character choices using given circumstances to perform scripted material.
- Perform a rehearsed Scene for an audience.

When RESPONDING, students will know and be able to:

- Individually reflect and assess a theatrical performance through writing a reflection, or discussion.
- Compare recorded personal and peer reactions to artistic choices in a theatrical work after completing a performance.
- Criticize a performance and be able to defend artistic differences between peers' artistic opinions.
- Defend aesthetic choices made in performances through developed rehearsal reports and rehearsal processes through written reflection, or peer discussion.
- Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work through writing, or peer discussion.

When CONNECTING, students will know and be able to:

- Discover different designing styles throughout history and develop design plans that incorporate elements into a theatrical work.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 5: Acting for Film**Content Area: Theatre****Course & Grade Level: Performing Arts 8****Summary and Rationale**

The goal of 8th Grade Performing Arts is to have the students continue to develop their Improvisational Theatre skills with impromptu games and live performance opportunities. There will be a unit on the differences between acting on stage and acting for film. Students will collaborate during a Playwriting Unit, and write their own monologues or scenes. The students will do intensive scene study on the History of Theatre, and look at different classical and contemporary plays. 8th Grade students will have a chance to write, produce, act, film, and present their work for audiences throughout the entire school year. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.

In this Unit the students will explore the history of acting in films, opening their minds to inspire a different way of thinking and acting in the classroom. This is a bridge to better understanding the major issues of the 21st century in a world saturated by visual media. Acting for film can set students up for future successes, by improving visual literacy, critical thinking, collaboration opportunities, and even developing camera skills. The students will be able to understand the impact of storytelling through characterization and development in plots, and how to effectively capture that on camera.

Recommended Pacing

20 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Performing

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices
1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience

Responding

CPI #	Cumulative Progress Indicator (CPI)
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1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work
1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
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
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Movements, gestures, and expressions help improve and support storytelling when acting in film. ● Refining the artistic work through rehearsal allows students to perform with meaning. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is the role of storytelling in filmmaking? ● How does your personal experiences influence your reaction to a film? ● What's more important, the performers' intent or the audience's reaction when watching a film? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Demonstrate responsible behavior as an Audience Member. ● Demonstrate responsible and respectful behavior while Directing peers. ● Modify rehearsal techniques and tactics while working through a collaborative rehearsal process. ● Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a scripted work, and properly utilizing a Rehearsal Calendar to ensure effective use of rehearsal time. ● Demonstrate focus and concentration in the rehearsal process by analyzing ● and refining choices in a scripted performance. ● Compose a shot list of camera angles to support their storyboard. ● Illustrate a Storyboard design for a short film. 	

- Develop a Costume Design for a character from a scripted theatre work.
- Executing Physicality & Voice Techniques such as projection and body language.
- Develop effective physical and vocal traits of scripted characters.
- Develop effective physical traits of characters through body language activities.

When PERFORMING, students will know and be able to:

- Implement a variety of acting techniques to increase skills throughout a rehearsal process guided by the student director.
- Rehearse a variety of memorization techniques to increase skills in a rehearsal that assist in the development of stronger character choices.
- Interpret a storyboard design and shoot a film based off of an organized shot list.
- Illustrate a costume design for a scripted character.
- Compose a Sound Design for a Silent Film.
- Examine how character relationships assist in telling the story of scripted work.
- Examine how character relationships assist in telling the story of a scripted scene by creating a Character Profile and comparing different character's storylines.
- Interpret and execute character choices using given circumstances to perform scripted material.
- Watch a student produced film in front of an audience.

When RESPONDING, students will know and be able to:

- Individually reflect and assess a theatrical performance through writing a reflection, or discussion.
- Compare recorded personal and peer reactions to artistic choices in a theatrical work after completing a performance.
- Criticize a performance and be able to defend artistic differences between peers' artistic opinions.
- Integrate different styles of reviews and apply that knowledge to reflecting and writing a review of a performance in class.
- Defend aesthetic choices made in performances through developed rehearsal reports and rehearsal processes through written reflection, or peer discussion.
- Assess the impact of a theatrical work on a specific audience through written reflection, or peer discussions.
- Examine how the use of personal aesthetics, preferences, and beliefs can be used to discuss a theatrical work through writing, or peer discussion.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

Unit 5: Theatre History

Content Area: Theatre

Course & Grade Level: Performing Arts 8

Summary and Rationale

The goal of 8th Grade Performing Arts is to have the students continue to develop their Improvisational Theatre skills with impromptu games and live performance opportunities. There will be a unit on the differences between acting on stage and acting for film. Students will collaborate during a Playwriting Unit, and write their own monologues or scenes. The students will do intensive scene study on the History of Theatre, and look at different classical and contemporary plays. 8th Grade students will have a chance to write, produce, act, film, and present their work for audiences throughout the entire school year. If students come to desire more involvement in theater themselves as a creative and social outlet, that is a wonderful result but not the required one for academic success in this course.

In this Unit students will be able to recognize how the history of theatre mirrors the emotional history of the world. By identifying important eras of theater history, students will explore major qualities and influences that we see in theater today. Through research and questioning, students will work collaboratively to present their findings to the class and be able to devise a performance that represents their theater history era.

Recommended Pacing

10 days

New Jersey Student Learning Standards for Visual & Performing Arts

Creating

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

Performing

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.

Connecting

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.Cn10a	Examine a community issue through multiple perspectives in a theatrical work.
1.4.8.Cn11a	Research the story elements of a staged drama/theatre work about global issues, including change, and discuss how a playwright might have intended a theatrical work to be produced.
1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

New Jersey Student Learning Standards for English Language Arts

Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
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
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The emotional history of the dominant culture impacted the evolution of theater. • There are many forms of theater from multiple cultures that are representative of them and their experiences. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why is it important to understand the influence and evolution of theatre throughout the ages? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> • Articulate historical information from a theatrical time period by researching and analyzing the findings with peers. • Demonstrate responsible behavior as an Audience Member. <p>When PERFORMING, students will know and be able to:</p> <ul style="list-style-type: none"> • Perform and present about a time period in Theatre History. <p>When RESPONDING, students will know and be able to:</p> <ul style="list-style-type: none"> • Individually reflect and assess a theatrical performance through writing a reflection, or discussion. • Assess the impact of a theatrical work on a specific audience through written reflection, or peer discussions. • Assess the impact of Theatre History and how it has shaped what theater looks like today. • Analyze how personal experiences affect artistic choices in a theatrical work through written reflection, or peer discussions. • Identify and interpret how different cultural perspectives influence the evaluation of theatrical work through research and exploration of the eras of theater history. <p>When CONNECTING, students will know and be able to:</p> <ul style="list-style-type: none"> • Interpret different themes in Plays and Musicals and how those perspectives on the content of the shows may affect the communities that are engaging with that material. • Research a time period in Theater History including any global issues, including change, and discuss how the playwright might have intended that theatrical work to be produced. • Discover different designing styles throughout history and develop design plans that incorporate elements into a theatrical work. 	

- Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in theatre history.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text: