



Cliffside Park School District

2018-2019

THEATRE CURRICULUM

Grades 6-8

New Jersey Student Learning Standards

Middle School Theatre

Unit 1: Elements of Theatre

Time Allotted: Approximately 2-3 Weeks

New Jersey Student Learning Standards (NJSLS)

1.1.8.C.4 Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How do we respond emotionally to diverse works of theatre? - How do different components contribute to the overall theatrical performance? - How do symbolism and metaphor contribute to meaning in the arts? 	<ul style="list-style-type: none"> - Identify the members of a production team and explain how these roles are interdependent - Understand how sound and lighting create mood in performance events. - Identify key jobs integral to producing a play (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.) and research the duties and responsibilities of these positions - Interpret symbolism and metaphors 	<ul style="list-style-type: none"> - Stage a short scene showcasing different areas of responsibility that are integral to a theatrical production (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.). - Direct a short scene in collaboration that demonstrates a directorial vision and choices. - Research various theatre personnel and their 	<ul style="list-style-type: none"> - Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance “notes.” - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

	<p>used in selected theatre masterworks; apply metaphor and symbolism in the creation and performance of an original scene, and interpret symbolism and metaphors used in theatre scenes created by peers.</p> <ul style="list-style-type: none"> - Differentiate between “traditional” and non-traditional theatre masterworks and analyze the form, function, craftsmanship, and originality of the work. - Differentiate among basic formal structures and technical proficiency of artists in peer and professional theatrical productions and use rubrics and scoring guides to evaluate the effectiveness of a theatre work. 	<p>responsibilities and the skills and training that go into the position and how they work collaboratively to make a theatre production.</p> <ul style="list-style-type: none"> - Identify and discuss symbols and symbolism in a selected design. - View and evaluate productions with regard to the design and production elements. 	<p><u>Sample Assessments</u> <u>Sample Assessment #1</u> <ul style="list-style-type: none"> - Sample Assessment #2 - Sample Assessment #3 <u>Sample Scoring Guides</u> <ul style="list-style-type: none"> - Sample Scoring Guide #1 - Sample Scoring Guide #2 - Sample Scoring Guide #3 </p>
Resources/Materials	<ul style="list-style-type: none"> - PowerPoint: Elements of Drama - Video: Elements of Drama - Elements of Drama Lesson Plan - Glossary of Terms 		
Interdisciplinary Connections	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
21st Century Life and Careers	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
Technology Standards	<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented

<ul style="list-style-type: none"> ● Create a world wall with key theatre terms/vocabulary. 	<ul style="list-style-type: none"> ● Create a visual identifying the elements of theatre. ● Create a picture dictionary of theatre terminology. ● Provide alternative response choices to questions on the elements of theatre. 	<ul style="list-style-type: none"> ● Incorporate student choice in activities. ● Use a graphic organizer to categorize elements of theater. ● Repeat directions as needed. 	<ul style="list-style-type: none"> ● Create and lead the class in a theatre games, activities, or process drama techniques.
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Middle School Theatre			
Unit 2: History of the Arts and Culture			
Time Allotted: Approximately 2-3 Weeks			
New Jersey Student Learning Standards (NJSLS)			
1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and nonWestern theatrical traditions and from different historical eras.		
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.		
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.		
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.		
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.		
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.		
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.		
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.		
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How does theatre influence life and life influence theatre over time? - In what ways do we see the origins of theatre still present in more modern 	<ul style="list-style-type: none"> - Articulate the cultural, historical and social context of their original work, and a clear statement of theme. - Identify major movements and periods in history, recognizing 	<ul style="list-style-type: none"> - Contrast and compare one major Western and one non-Western type of theater, recognizing similarities in intended purpose and performance 	<ul style="list-style-type: none"> - Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and

<p>drama?</p> <p>Society?</p> <ul style="list-style-type: none"> - How does theatre influence Society? - How does society influence theatre? - How do past and contemporary works differ in the ideas and events they represent? 	<p>that theatre reflects the society and culture of its time.</p> <ul style="list-style-type: none"> - Describe and discuss a written text or live performance in terms of its social, historical and cultural context - Identify and articulate the cultural and historical components of the work and how these components create a particular world of behaviors. - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. Create and perform in stylistically nuanced scene work from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play. - Categorize historical innovations in Western and non-Western theatre history up to and including the early 20th century that stemmed from the creation of new technologies. - Distinguish ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions. - Apply characteristics of various Western and non-Western 	<p>style), such as an ancient Greek arena and Vietnamese water puppets.</p> <ul style="list-style-type: none"> - Compare and contrast early theatrical texts to contemporary performances - Use online and video resources to research and guide the creation of a project that examines Greek, Roman or early non-Western theatre - Research and write a profile of a NYC theatre, including the performance history, architecture, and the historical, social and political context of when the theatre was built - The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater. - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. - Create and perform a theatre piece using masks from a chosen historical era or tradition (e.g., Greek, Commedia Dell'Arte). - Collaborate to write a short 	<p>performance "notes."</p> <ul style="list-style-type: none"> - Create PowerPoint presentations on actors who greatly impacted theatre. - Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric. - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. - Additional Assessments may include: <ul style="list-style-type: none"> - Analyzing primary source documents on the history of theatre and the cultures of origin. - Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research - Use technology to create a presentation on the impact of theatre on specific groups of people and historical events. <p><u>Sample Assessments</u></p> <ul style="list-style-type: none"> - Sample Assessment #1 - Sample Assessment #2 - Sample Assessment #3 <p><u>Sample Scoring Guides</u></p> <ul style="list-style-type: none"> - Sample Scoring Guide #1 - Sample Scoring Guide #2 - Sample Scoring Guide #3
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	theatrical traditions to scene work that emulates theatre of various and diverse eras and cultures up to and including the 21th Century.	play based on a historical or current event.	
Resources/Materials	<ul style="list-style-type: none"> - Video: What is Theatre? - A Cultural History of Theatre by Jack Watson and Grant McKernie - History of the Theatre by Oscar Gross Brockett and Franklin J Hildy - Glossary of Terms 		
Interdisciplinary Connections	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
21st Century Life and Careers	<p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
Technology Standards	<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p>		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Use sentence/paragraph frames to assist with writing reports. ● Create a world wall with cultural theatre names/vocabulary. ● Work with a partner to 	<ul style="list-style-type: none"> ● Use sentence/paragraph frames to assist with writing reports. ● Create a world wall with cultural theatre names/vocabulary. ● Utilize graphic responses in journals. ● Provide extended time for 	<ul style="list-style-type: none"> ● Invite parents/guardians to participate in sharing cultural plays. ● Provide an outline for journal entries and study guides. ● Provide extended time for 	<ul style="list-style-type: none"> ● Create an original play based on the cultural themes and theatre elements of a particular style. ● Incorporate multiple types of resources, including text, video, interviews, etc., into a report on an actor or playwright from specific time

develop written reports and journal entries. ● Provide extended time for written responses and reports.	written responses and reports.	written responses and reports.	period or culture.
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Middle School Theatre

Unit 3: Performance

Time Allotted: Approximately 2-3 Weeks

New Jersey Student Learning Standards (NJSLS)

- 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
- 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
- 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
- 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - Why is it important to create a personality and a background for a character? - How do posture, breathing, and voice control affect a presentation? - How do movements, gestures, and expressions 	Students will be able to: <ul style="list-style-type: none"> - Define “believability” by identifying common traits of believable performances. - Differentiate between a character’s actions, intentions and internal dialogue and apply these distinctions to the portrayal of a 	<ul style="list-style-type: none"> - Create appropriate physical gestures and facial expressions that align to a character. - Participate in group exercises, drills, improvisations and theater games. - Rehearse and perform a scene 	<ul style="list-style-type: none"> - Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance “notes.” - Evaluate informal in-class

<p>help and improve and support a scene?</p> <ul style="list-style-type: none"> - How do performers use vocal techniques to communicate meaning and character? 	<p>character.</p> <ul style="list-style-type: none"> - Analyze scripted scenes to determine how a character's objectives change throughout a scene and how his or her tactics and subtext change within a scene in response to the actions of other characters. Apply the analysis to the portrayal of characters in a performance. - Maintain focus and concentration in order to sustain improvisations, scene work and performance. - Use distinct physical, vocal and emotional choices, to build a believable, multi-dimensional character and perform a scene and/or monologue within the context of two different genres. Compare and contrast the stylistic choices in each scene. - Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and performances. - Use the body and voice expressively in theater exercises, improvisations, scene work and performances. - Use theatrical improvisation, both short and long form, as a means of exploring character development (from a physical, vocal and emotional standpoint) while also 	<p>in front of others.</p> <ul style="list-style-type: none"> - Research and portray a character, using at least one appropriate costume piece, prop, gesture, need and physical shape. - Provide feedback to scenes performed by peers in the "director's voice," noting character choices, vocal projection and stage pictures. - Demonstrate physical and vocal warm-ups used as preparation for rehearsal and performance. 	<p>performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.</p> <p><u>Sample Assessments</u></p> <ul style="list-style-type: none"> - Sample Assessment #1 - Sample Assessment #2 - Sample Assessment #3 <p><u>Sample Scoring Guides</u></p> <ul style="list-style-type: none"> - Sample Scoring Guide #1 - Sample Scoring Guide #2 - Sample Scoring Guide #3
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	focusing on objectives and tactics.		
Resources/Materials	<p><u>Suggested Plays</u></p> <ul style="list-style-type: none"> - The Effect of Gamma Rays On Man-in-the-Moon Marigolds by Paul Zindel - Our Town by Thornton Wilder - A Thousand Cranes by Kathryn Schultz Miller - Step on a Crack by Susan Zeder - Getting Near to Baby by Y. York - Wiley and the Hairy Man by Susan Zeder - Still Life with Iris by Steven Dietz - Selkie: Between Land and Sea by Laurie Brooks <p><u>Glossary of Terms</u></p>		
Interdisciplinary Connections	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
21st Century Life and Careers	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
Technology Standards	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Create visual of common character emotions. ● Display labeled image of stage components. ● Highlight individual speaking parts to provide visual assistance during performance. 	<ul style="list-style-type: none"> ● Choose time, place, mood or theme to focus on when performing a particular theatrical piece. ● Work with a peer to develop a short theatre performance. ● Highlight individual speaking parts to provide visual assistance during performance. 	<ul style="list-style-type: none"> ● Invite parents/guardians to view and/or participate in a theatre performance. ● Break dialogue into smaller pieces. ● Conference with teacher during the acting planning process. 	<ul style="list-style-type: none"> ● Compare and contrast performance techniques from two or more theatrical styles and present findings to peers. ● Write and performer longer theatrical works, individually and in collaboration with peers.