

Summit, New Jersey
Grade Level 10-12/ Content Area: Theatre
Length of Course: Full Year

ADVANCED THEATRE CURRICULUM 2020

Course Description:

Advanced Theatre is a full-year elective that serves to provide intensive training for the serious theatre student. The goal of this course is to provide students who have demonstrated an interest in extending their knowledge and abilities with advanced training and opportunities in both performance and production skills.

Students apply what they have learned during previous theatre courses and expand that knowledge to new acting, directing and technical situations. Leadership and creativity are added areas of focus as the individual student pursues his/her own particular area of interest. Students will further develop skills in script and character analysis, dialects, theatrical styles, and critique with a heightened ability to view artistic production and performance in theatre with emotional and aesthetic sensitivity. Students enrolled in the course can expect to rehearse, design, direct, and perform in a number of scenes for audiences as well as participate in the school productions. Each student in the advanced class will participate in producing one of the shows for the annual Directors Showcase at the end of the year.

The course enables students to make informed critical and aesthetic judgments, create theatre, and understand the historical and cultural influences of theatre. It fully complies with the New Jersey Core Curriculum Content Standards. The Theatre curricula are sequential with respect to the increased depth of content from the sixth grade program through the high school program.

UNIT 1: ADVANCED ACTING TECHNIQUES

Anchor Standards

Generating and Conceptualizing ideas

- 2: Organizing and developing ideas**
- 3: Refining and completing products**
- 4: Selecting, analyzing, and interpreting work.**
- 5: Developing and refining techniques and models or steps needed to create products.**
- 6: Conveying meaning through art.**
- 7: Perceiving and analyzing work**
- 8: Interpreting intent and meaning**

- 9: Applying criteria to evaluate products**
- 10: Synthesizing and relating knowledge and personal experiences to create products**
- 11: Relating artistic ideas and works within societal, cultural, and historical contents to deepen understanding**

Big Ideas: *Course Objectives/Content Statement(s)*

Developing as an actor requires continuous study and practice of vocal and physical techniques. Actors must learn to access their emotions, connect to their character and to their scene partners and stay in the moment in order to create truthful performances.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● How can I learn to let go and access all of my emotions for a truthful performance? ● How can I avoid playing emotions? ● Who are the most influential contemporary acting teachers? ● Which acting technique will work best for me? ● How can I prepare for a long-running show? ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? ● How when and where do theatre artists' choices change? ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? ● What happens when theatre artists and audiences share creative experiences? ● How do theatre artists use tools and techniques to communicate ideas and feelings? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● The actor must play ACTIONS, not emotions ● Actors must experiment with a variety of techniques to discover which one works best for him/her ● Truth in acting requires listening and reacting moment by moment ● An actor must maintain a healthy voice and body through daily exercises ● An actor must thoroughly analyze the play's given circumstances, the historical, and cultural background. ● An actor must understand himself in order to create another character. ● An actor must be willing to take risks and be open to new emotions ● An actor must connect to all others on stage ● An actor must constantly stimulate his/her imagination ● An actor must be a close observer of reality ● An actor must collaborate with the entire ensemble and crew
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:

NJSLS: 1.4.12adv. Cr1a: Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.

1.4.12adv.Cr1c: Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic

1.4.12adv.C2a: Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work

1.4.12adv.Cr3a: Explore physical, vocal, and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.

1.4.12adv.Pr4b: Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.

1.4.12adv.Pr5b: Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.

1.4.12adv.Pr6a: Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

1.4.12adv.Pr7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted work.

1.4.12adv.Pr7b: Use historical and cultural context to structure and justify personal responses to devised and scripted theatre work.

1.4.12adv.Pr8a: Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.

1.4.12adv.Pr8c: Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.

1.4.12adv.Re9.a: Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.

- Teams of 2 or 3 will prepare a Google Slides class presentation on a modern acting teacher complete with a typical exercise
- Working with their dramatic interpretation scene, actors will participate in a variety of acting exercises from Stanislavsky, Hagen, Meisner, Adler, and others
- Uta Hagen's 9 questions
- Adler's 2 Minutes as your character
- Michael Shurtleff's 12 Guideposts
- Meisner's repetition exercise
- Students will perform a 10 min Dramatic or Humorous Interpretation
- Students will perform scene with partner
- Students will divide scene into beats and assign an action for each beat
- Students will attend a live performance of professional production
- Students will participate in the school productions
- Students will write a critical review of a live performance

Sample Assessments:

- Participation grades for daily exercises and class workshops
- Graded written analysis of scene
- Performance grades on acting exercises and acting scenes
- Peer assessment on class performance
- Presentation grade for acting teacher and exercise
- Tests on modern acting teachers
- Graded rubric for video performance assessment
- Self-evaluation on progress
- Graded written review of live performance

Projects/Post Assessment:

- Students will demonstrate advanced acting techniques in their future classroom and stage performances
- Students will demonstrate their ability to critically analyze a colleague's performance and offer constructive criticism

	<ul style="list-style-type: none"> • Students will demonstrate an appreciation for various acting styles <p>Instructional Strategies:</p> <p>Interdisciplinary Connections Students will have to understand literature, writing, history, sociology, and psychology to fully create a character and write analysis and play reviews</p> <p>Technology Integration</p> <ul style="list-style-type: none"> • Use internet to research acting teacher Internet research for dramaturgy of the play: time period, playwright, style, costumes, • YouTube videos of great acting scenes from plays and film • DVDS of films, plays, musicals, performances • Respond to classmates presentations on Flipgrid <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Video performance to assess strengths and weaknesses with partner • Create Google Slides presentation for assigned acting teacher • Upload Google Slides presentation onto class PADLET <p>Global Perspectives</p> <ul style="list-style-type: none"> • Analyzing dramatic literature and characters requires understanding and empathy with diverse cultures, socio-economic backgrounds, environments, and politics
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> • Act as a responsible and contributing 	

community member and employee.

- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

UNIT 2: AUDITION

Anchor Standard:

- 1: Generating and conceptualizing ideas
- 3: Refining and completing products
- 4: Selectin, analyzing, ad interpreting work
- 5: Developing and refining techniques to communicate ideas and feelings
- 8: Interpreting intent and meaning
- 9: Applying criteria to evaluate products

Big Ideas: *Course Objectives/Content Statement(s):* A successful audition requires choosing appropriate

material, comprehensive analysis of the play, an understanding of what the auditors are looking for, and careful physical, vocal, mental, and emotional preparation.

<p style="text-align: center;">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● What do most theatres and acting programs require for an audition? ● What type of college acting program would be best for me? ● What can I expect during an audition? ● How do I prepare my monologues and material for my auditions? ● How can I control my nerves before and during an audition? ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry ● How do theatre artists transform and edit their initial ideas? ● How do theatre artists fully prepare a performance? ● How do theatre artists use tools and techniques to communicate ideas and feelings? ● How can the same work of art communicate different messages to different people? ● How are the theatre artist’s and the audience’s perspectives impacted by analysis and synthesis? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● They must personally connect to their audition monologues ● Audition material must be age appropriate, suited to the actor’s type, and have an emotional arc ● The audition monologue must take the auditors on the journey of the character ● Select contrasting monologues that show range as an actor ● Intensive preparation and total focus on the story will keep the actor poised and confident ● Be prepared for questions about the play and personal goals ● Be prepared for adjustments during an audition ● There are many different types of theatre degrees and programs.
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will: 1.4.12adv.Cr1.c: Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic. 1.4.12adv.Cr3.a: Explore physical, vocal, and psychological characteristics to create a multidimensional character that is believable and</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Daily warm-ups ● Select contrasting contemporary and classical monologues for performance in class ● Analyze entire plays and research playwrights ● Divide monologues into beats and actions ● Chart the arc of the monologue noting emotional shifts, discoveries, decisions

authentic in scripted theatre work.
 1.4.12adv.Pr4.a: Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatre performance.
 1.4.12adv.Pr5.a: Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work
 1.4.12adv.Pr5.b: Experiment with various acting techniques as an approach to character development in scripted theatre work.
 1.4.12adv.Pr7.b. Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
 1.4.12adv.Pr8.a: Research and synthesize cultural and historical information related to a scripted theatre work to support or evaluate artistic choices
 1.4.12adv.Pr9.a: Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work

- For classical monologues, complete scansion, paraphrasing, phrasing
- Prepare an audition binder complete with resume, headshot, contrasting monologues from classical and contemporary plays and songs
- Research different theatre programs
- Workshops with theatre professionals
- Mock auditions in the class for peers, faculty, and guest artists
- Master class in New York City with professional actor

Sample Assessments:

- Active participation in daily warm-ups and exercises
- Performance of two contrasting monologues demonstrating how to enter the room, talk to the auditors, perform an adjustment, and answer questions
- Graded audition binder
- Peer and professional artists assessment and oral critiques

Projects/Post Assessment:

- Actors will demonstrate skills they develop throughout the audition process in all of their classroom and stage performances
- Based on the skills developed in the Audition unit, actors will be able offer constructive criticism to their peers when appropriate.

Instructional Strategies:

Interdisciplinary Connections

- Students have to understand literature, writing, history, sociology, and psychology to fully understand and create a character

Technology Integration

- Video tape monologues for personal assessment
- You tube videos to explore various performances and instructional audition

	<p>videos.</p> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Post monologues on Flipgrid for comments from classmates <p>Global Perspectives</p> <ul style="list-style-type: none"> • Actors must empathize with all cultures, personalities, and peoples in order to understand and connect to dramatic situations and characters
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UNIT 3: THEATRE HISTORY and ACTING STYLES

Anchor Standard:	
<ol style="list-style-type: none"> 1: Generating and conceptualizing ideas 2: Organize and develop ideas 3: Refining and completing products 4: Selecting, analyzing, and interpreting work 5: Developing and refining techniques and models or steps needed to create products 6: Conveying meaning through art 7: Perceiving and analyzing work 8: Interpreting intent and meaning 9: Apply criteria to evaluate products 11: Relating artistic ideas and works within societal and historical contexts to deepen understanding 	
<p>Big Ideas: <i>Course Objectives/Content Statement(s)</i></p> <ul style="list-style-type: none"> • Analyzing plays from a variety of historical periods and countries and developing an emotional connection to a character will foster a positive connection between critical thinking skills, lifelong learning, personal expression and support the intellectual, social, and personal development of each learner. Furthermore, it will enhance contribution to community and global citizenship into the twenty-first century. The main goal of every actor is to create a truthful performance regardless of the period or style. 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>

<ul style="list-style-type: none"> ● How did acting styles change throughout history? ● What is the difference in presentational and representational acting? ● How do you know which style of acting works with different types of plays? ● How do I create characters from different periods? ● How do I analyze heightened text? ● How, when, and why do theatre artists' choices change? ● What happens when theatre artists and audiences share creative experiences? ● How do theatre artists comprehend the essence of drama processes and theatre experiences? ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Elevated language and heightened text are vocally and physically more demanding than contemporary plays ● Actors must understand the dress, customs, and manners of the various periods in order to portray the characters and the themes correctly ● Each period has specific conventions that determine acting and design styles ● Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.4.12.acc.Cr1.a: Investigate historical and cultural conventions and their impact on the visual composition or devised or scripted theatre work.</p> <p>1.4.12.adv.Cr1.a: Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.</p> <p>1.4.12.prof.Cr2.a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted work.</p> <p>1.4.12.adv.Re7b. Use Historical and cultural context to structure and justify personal responses to devised or scripted work.</p> <p>1.4.12.prof.Re9.b: Identify and compare cultural perspectives and contexts that may influence the</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Students will work in pairs researching an assigned period and preparing a powerpoint presentation that includes the main plays, playwrights, performers, designers, and style of acting. ● Students must read a play and complete a written play analysis from their assigned period ● Each pair will perform a scene from their assigned period using the appropriate style of acting <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Quizzes over the powerpoint presentation material ● Graded presentations ● Performance grade on acting scene from the period ● Peer assessment <p>Instructional Strategies: Interdisciplinary Connections</p>

evaluation of a devised or scripted theatre work.
1.4.12adv.Cr2.b: Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.
1.4.12adv.Cr3.b: Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
1.4.12adv.Cr3.c: Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.
1.4.12adv.Pr4.b: Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
1.4.12adv.Pr5.a: Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre
1.4.12adv.Pr6.a: Produce a devised or scripted theatre work production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg
1.4.12adv.Pr8.a: Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
1.4.12adv.Re9.a: b. Use understanding of cultures and contexts to shape personal responses to devised or scripted theatr work.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.

History, art, music, science, literature, philosophy, and sociology are integral to the study of theatre history

Technology Integration

Use of the internet for images, research, film clips, and scenes from plays from the various periods

Global Perspectives

Introducing different cultures, genres, composers, time periods and forms and tracing the history of theatre in world cultures

- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal	Multi-sensory	Modified

responses	techniques	tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

UNIT 4: DIRECTING

Anchor Standard:

- 1: Generating and conceptualizing ideas
- 2: Organize and develop ideas
- 3: Refining and completing products
- 4: Selecting, analyzing, and interpreting work
- 5: Developing and refining techniques and models or steps needed to create products
- 6: Conveying meaning through art
- 7: Perceiving and analyzing work
- 8: Interpreting intent and meaning
- 9: Apply criteria to evaluate products
- 11: Relating artistic ideas and works within societal and historical contexts to deepen understanding

Big Ideas: *Course Objectives/Content Statement(s)*

Directing a theatrical production requires artistic vision, literary analysis, detailed organization, interpersonal and management skills, design skills, and knowledge of every technical element. In addition, the director must be able to multi-task and remain calm in the midst of the storm while guiding his/her cast and creative team to a polished performance.

<p style="text-align: center;">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How do I begin to create a concept for directing a play? ● How do I cut a three -act play to 35 minutes? ● What is involved in the design process? ● How do I structure my rehearsals and plan a schedule for the entire process? How do I keep the cast on task and focused during our rehearsals? ● How do I help the actors to understand our play and create their characters? ● How do I motivate actors, who are my peers, to reach their highest potential? ● How do I deal with difficult personalities and conflicts in the company? ● How do I run the tech rehearsal? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Directors must thoroughly analyze the playwright’s themes, style, tone, and mood. ● Directing concepts must be based on careful analysis of the text, the playwright, the historical period ● Organization and planning are key to efficient play production ● Directors must earn the respect of their actors and creative team by role modeling professionalism, patience, commitment to excellence, hard work, consistency, and passion for the art and the project ● Every element of a play is important: acting, staging, pacing, design, technical elements
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will: NJSL STANDARDS:</p> <p>1.4.12.acc.Cr1.a: Investigate historical and cultural conventions and their impact on the visual composition or devised or scripted theatre work. 1.412.adv.Cr1.a: Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work. 1.4.12prof.Cr2.a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted work. 1.4.12adv.Re7b. Use Historical and cultural</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Teams of 2 or 3 students will select a play to direct and produce for Directors Showcase ● The play must be cut to 35 minutes maintaining the key themes, character development, and dramatic arc ● Directors will create a rehearsal plan for the entire process and daily plans that include warm-ups, acting exercises, and objectives for scene work ● Directors will run auditions and weekly rehearsals ● Directors will help actors create believable, truthful characters ● Directors will design the set, costumes, make-up,

context to structure and justify personal responses to devised or scripted work.

1.4.12prof.Re9.b: Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.

1.4.12adv.Cr2.b: Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.

1.4.12adv.Cr3.b: Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.

1.4.12adv.Cr3.c: Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.

1.4.12adv.Pr4.b: Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.

1.4.12adv.Pr5.a: Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre

1.4.12adv.Pr6.a: Produce a devised or scripted theatre work production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg

1.4.12adv.Pr8.a: Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.

1.4.12adv.Re9.a: b. Use understandings of cultures and contexts to shape personal responses to devised or scripted theatr work.

lights, and sound for their play

- Directors will supervise the building of the set and the accumulation of props and costumes.
- Directors will select appropriate music for the production
- Directors will organize and maintain a production notebook
- Directors will create a program page with cast list and Directors' Notes
- Directors will strike the set and clean all areas following the Showcase

Sample Assessments:

- Graded Concept Presentation to the class
- Weekly grades on production and rehearsal deadlines
- Graded floor plans, costume sketches, light plot, soundscape CD
- Graded weekly rehearsal plans
- Graded rehearsals
- Graded tech rehearsal
- Graded final performance
- Guest artist panel oral critique session
- Actors' evaluations of directors
- Strike
- Self-assessment

Projects/Post Assessment:

<Insert end-of-unit assessments: Ask, "How will students show mastery of learning and/or ability to transfer learning into different contexts(or across content areas)?">

Instructional Strategies

Interdisciplinary Connections

- Literary analysis and composition skills are used throughout the directing process
- Dramaturgy requires knowledge of history and

	<p>literature</p> <ul style="list-style-type: none"> ● Math skills required for creating and maintaining a budget for the production ● Math, physics, art, history, fashion, industrial arts utilized during the costume, set, lighting, sound design process <p>Technology Integration</p> <ul style="list-style-type: none"> ● Internet and media sources used for dramaturgy research ● YouTube, CDs, DVDs used for researching styles, designs, interpretation of production <p>Media Literacy Integration Video taping rehearsals for critique and assessment Promotional videos of each play produced and played on local stations</p> <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Analyzing dramatic literature and characters requires understanding and empathy with diverse cultures, socio-economic backgrounds, environments, and politics
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate 	

effectively.

- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for	Differentiated materials

	understanding, feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:Playing Scenes by Gerald Lee Ratliff

- Actions, The Actors Thesaurus by Marina Caldarone & Maggie Lloyd-Williams
- The Actor and the Text by Cecily Berry
- The Actor Speaks Patsy Rodenburg
- Speaking Shakespeare by Patsy Rodenburg
- Speak the Speech! Shakespeare’s Monologues Illuminated by Rona Silverbush and Sami Plotkin
- Essential Shakespeare Handbook by Leslie Dunton-Downer and Alan Riding
- Freeing the Natural Voice, Kristin Linklater
- To The Actor by Michael Chekhov
- The Craftsman of Dionysus by Jerome Rockwood
- Loving to Audition by Larry Silverberg
- A Challenge for the Actor by Uta HagenAn Actor Prepares by Constantin Stanislavsky
- Building a Character by Constantin Stanislavsky
- Theatre Games for the Classroom by Viola Spolin
- A History of the Theatre, Oscar Brockett
- Truth in Comedy by Del Close & Charna Halpern
- The Viewpoints Book by Anne Bogart and Tina Landau
- Thinking Like a Director by Michael Bloom
- To Play or Not to Play, 50 Games for Acting Shakespeare by Martin Jago
- Light on the Stage David Hays
- Fundamentals of Theatrical Design by Karen Brewster
- The Art of Acting by Stella Adler
- The Sanford Meisner Approach by Larry Silverberg

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

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

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading