

## Pine Hill Public Schools Curriculum

Content Area:		<b>Electives – Performing Art</b>	
Course Title/ Grade Level:		College Prep/Honors Theatre 3/4 / Grades 11-12	
Unit 1:	<b>Theatre Professionals Workshop</b>	Month:	<b>September - November</b>
Unit 2:	<b>Directing for the Stage</b>	Month:	<b>November - January</b>
Unit 3:	<b>Scene Workshop</b>	Month:	<b>February - March</b>
Unit 4:	<b>Playwright's Workshop</b>	Month:	<b>March</b>
Unit 5:	<b>Film Maker's Workshop</b>	Month:	<b>April - June</b>
Date Created or Revised:		7-30-2013	
BOE Approval Date:		8/27/2013	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Theatre Professionals Workshop</b>		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> College Prep Theatre 3/College Prep Theatre 4 (11-12) Honors Theatre 3/Honors Theatre 4 (11-12)		<b>Length of Time: September - November</b>
<b>Date Created: 7-30-2013</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	44 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the responsibilities of a theatre professional?</li> <li>• What are the responsibilities of a theatre technician?</li> <li>• What skills are necessary to become an actor?</li> <li>• What skills are necessary to become a costume designer?</li> <li>• What skills are necessary to become a tech director?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Lighting design</li> <li>• Harolds</li> <li>• Laban technique</li> <li>• Costume design</li> </ul>	
<b>Skills</b> (CP 3/4)	<ul style="list-style-type: none"> <li>• Identify areas of the stage and their proper usage.</li> <li>• Identify lighting equipment and how it is properly used.</li> <li>• Analyze lighting design plots.</li> <li>• Analyze costume designs.</li> <li>• Learn and use Laban’s acting technique</li> <li>• Learn and create using the Harold improvisational structure.</li> <li>• Create lighting designs.</li> <li>• Create costume design plots.</li> </ul>	
<b>(Honors 3/4)</b>	<ul style="list-style-type: none"> <li>• Identify areas of the stage and their proper usage.</li> <li>• Identify lighting equipment and how it is properly used.</li> <li>• Analyze lighting design plots.</li> <li>• Analyze costume designs.</li> <li>• Learn and use Laban’s acting technique</li> <li>• Learn and create using the Harold improvisational structure.</li> <li>• Create lighting designs.</li> <li>• Create costume design plots.</li> <li>• Create a costume portfolio for a production.</li> <li>• Create a lighting design for a scaled production.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance rubric</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• One on one teacher instruction</li> <li>• Visual aids</li> <li>• Teacher led activities/discussion</li> <li>• Call and response</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• History</li> <li>• 21<sup>st</sup> Century Learning</li> <li>• Global Awareness</li> <li>• Media Literacy</li> </ul>	

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Harold Improv</li> <li>• Laban Movement Analysis</li> </ul>
--------------------------------------	--

**2009 NJCCCS**

**Standard:** The Creative Process - all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**Strand(s):** C

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
<p>Theatre and the arts play a significant role in human history and culture.</p> <p>Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.</p> <p>Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.</p>	<p>1.1.12.C.1 Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.</p> <p>1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.</p> <p>1.1.12.C.3 Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.</p>

**21<sup>st</sup> Century Themes**

<b>X</b>	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
----------	------------------	--	---	--	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity and Innovation	<b>X</b>	Critical Thinking and Problem Solving	<b>X</b>	Communication and Collaboration	<b>X</b>	Information Literacy
<b>X</b>	Media Literacy		ICT Literacy	<b>X</b>	Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Directing for the Stage</b>	
<b>Unit #: 2</b>	
<b>Course or Grade Level:</b> College Prep Theatre 3/College Prep Theatre 4 (11-12) Honors Theatre 3/Honors Theatre 4 (11-12)	<b>Length of Time: November - January</b>
<b>Date Created: 7-30-2013</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	39 days
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the responsibilities of a director?</li> <li>• What skills does a director need to have?</li> <li>• What are strategies for working with actors?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Non-verbal directing projects</li> <li>• Styles of acting and directing</li> </ul>
<b>Skills</b> (CP 3/4)	<ul style="list-style-type: none"> <li>• Work with a variety of directors with a variety of acting styles</li> <li>• Memorize blocking</li> <li>• Work collaboratively with directors on achieving their vision</li> <li>• Analyze and critique their own work as well as their peers'</li> </ul>
<b>(Honors 3/4)</b>	<ul style="list-style-type: none"> <li>• Create a storyline based on a song</li> <li>• Create a plan for actors to portray this storyline</li> <li>• Work with actors and develop their skills to achieve the director's vision</li> <li>• Analyze and critique their own work as well as their peers'</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student self assessment</li> <li>• Acting/Directing rubric</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• One on one teacher instruction</li> <li>• Visual aids</li> <li>• Teacher led activities/discussion</li> <li>• Call and response</li> <li>• Teacher participation</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• History</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• William Ball's <i>A Sense of Directing</i></li> </ul>
<b>2009 NJCCCS</b>	

**Standard:**

**1.1 The Creative Process** - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**1.3 Performance** - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**1.4 Aesthetic Responses & Critique Methodologies** - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**1.4 Aesthetic Responses & Critique Methodologies** - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Strand(s): C, C, C, A, B**

**Content Statement(s):**

Content Statement: Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.

Content Statement: Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.

Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.

The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

**CPI # / CPI(s):**

1.1.12.C.2

Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

1.1.12.C.3

Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

1.3.12.C.1

Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

1.4.12.A.2

Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.B.2

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
--	------------------	--	---	---	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Scene Workshop</b>		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> College Prep Theatre 3/College Prep Theatre 4 (11-12) Honors Theatre 3/Honors Theatre 4 (11-12)		<b>Length of Time: February - March</b>
<b>Date Created: 7-30-2013</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	21 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Who are some classic playwrights?</li> <li>• What are the major differences between contemporary and classical scenes?</li> <li>• How does acting technique change depending on the scene?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Scene study</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Memorization</li> <li>• Performance</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Completion of rehearsals/performance</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• One on one teacher instruction</li> <li>• Visual aids</li> <li>• Teacher led activities/discussion</li> <li>• Call and response</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• History</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Classical scenes (varying depending on class size/strengths)</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 1.3 Performance</b> - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
<b>Strand(s): C</b>		
<b>Content Statement(s):</b>  Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.	<b>CPI # / CPI(s):</b> <b>1.3.12.C.2</b> Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.	

<u>21<sup>st</sup> Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Playwright's Workshop</b>	<b>Unit #: 4</b>
<b>Course or Grade Level:</b> College Prep Theatre 3/College Prep Theatre 4 (11-12) Honors Theatre 3/Honors Theatre 4 (11-12)	<b>Length of Time: March</b>
<b>Date Created: 7-30-2013</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	20 days
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does a playwright get started?</li> <li>• What is dramatic structure?</li> <li>• How do you give critical feedback to classmates?</li> <li>• What is an effective method of critique for playwriting?</li> <li>• How is critique used to rewrite/edit playwriting?</li> <li>• What are the skills necessary for scene writing?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Revision editing</li> <li>• Performances of student written work</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Note taking</li> <li>• Editing</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Student self-assessment</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• One on one teacher instruction</li> <li>• Visual aids</li> <li>• Teacher led activities/discussion</li> <li>• Call and response</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• History</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Student written work</li> </ul>
<b>2009 NJCCCS</b>	
<b>Standard:</b>	
<b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
<b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
<b>Strand(s): A, B</b>	

<p><b>Content Statement(s):</b></p> <p>Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.</p> <p>Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.</p>	<p><b>CPI # / CPI(s):</b>  <b>1.4.12.A.1</b>          Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p><b>1.4.12.A.2</b>          Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>
---	---

<b>21<sup>st</sup> Century Themes</b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity and Innovation	<b>X</b>	Critical Thinking and Problem Solving	<b>X</b>	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>
--

<b>Unit Title: Film Maker's Workshop</b>	<b>Unit #: 5</b>
--	------------------

<b>Course or Grade Level:</b> College Prep Theatre 3/College Prep Theatre 4 (11-12) Honors Theatre 3/Honors Theatre 4 (11-12)	<b>Length of Time: April - June</b>
---	-------------------------------------

<b>Date Created: 7-30-2013</b>	<b>BOE Approval Date:</b>
--------------------------------	---------------------------

<b>Pacing</b>	25 days
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the skills necessary to make a short film?</li> <li>• What do we believe are the needs of our school or community?</li> <li>• What are the skills needed to create a screen play that fits the needs of our school or community?</li> <li>• What are the skills necessary to act for a camera?</li> <li>• What are the skills necessary to film?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Film making terminology</li> <li>• Filming short videos</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Acting styles and techniques</li> <li>• Film styles and techniques</li> <li>• Creating a screen play</li> <li>• Creating shot lists</li> <li>• Creating short films</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance assessment rubric</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• One on one teacher instruction</li> <li>• Visual aids</li> <li>• Teacher led activities/discussion</li> <li>• Call and response</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Global Awareness</li> <li>• Media Literacy</li> <li>• Math Concepts</li> </ul>



<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Student created work</li> </ul>
--------------------------------------	--

**2009 NJCCCS**

**Standard:**

**1.1 The Creative Process** - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**1.2 History of the Arts and Culture** - All students will understand the role, development, and influence of the arts throughout history and across cultures.

**1.3 Performance** - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**Strand(s): C, A, C**

**Content Statement(s):**

Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.

**CPI # / CPI(s):**

1.1.12.C.3

Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

1.2.12.A.1

Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3.12.C.1

Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

**21<sup>st</sup> Century Themes**

<b>X</b>	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	<b>X</b>	Civic Literacy		Health Literacy
----------	------------------	--	---	----------	----------------	--	-----------------

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity and Innovation	<b>X</b>	Critical Thinking and Problem Solving	<b>X</b>	Communication and Collaboration		Information Literacy
<b>X</b>	Media Literacy		ICT Literacy	<b>X</b>	Life and Career Skills		

