

## Pine Hill Public Schools Curriculum

|                            |  |        |                            |
|----------------------------|--|--------|----------------------------|
| Content Area:              | <b>Electives – Performing Art</b>            |        |                            |
| Course Title/ Grade Level: | Theatre 1 / Grades 9-12                      |        |                            |
| Unit 1:                    | <b>Improvitational Studies</b>               | Month: | <b>September - October</b> |
| Unit 2:                    | <b>Stage Basics/Articulation Workshop</b>    | Month: | <b>October - November</b>  |
| Unit 3:                    | <b>Intro to Scene Study/Acting Technique</b> | Month: | <b>November - December</b> |
| Unit 4:                    | <b>Stage Combat</b>                          | Month: | <b>January</b>             |
| Unit 5:                    | <b>Classical Scene Study</b>                 | Month: | <b>February - March</b>    |
| Unit 6:                    | <b>Playwright’s Workshop</b>                 | Month: | <b>March</b>               |
| Unit 7:                    | <b>Advanced Improvisational Studies</b>      | Month: | <b>April</b>               |
| Unit 8:                    | <b>Contemporary Scene Study</b>              | Month: | <b>May - June</b>          |
| Date Created or Revised:   | 7-30-2013                                    |        |                            |
| BOE Approval Date:         | 8/27/2013                                    |        |                            |

**Pine Hill Public Schools  
Curriculum**

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| <b>Unit Title: Improvisational Studies</b>        |  | <b>Unit #: 1</b>                           |  |
| <b>Course or Grade Level: Theatre 1 (9-12)</b>    |  | <b>Length of Time: September - October</b> |  |
| <b>Date Created: 7-30-2013</b>                    |  | <b>BOE Approval Date:</b>                  |  |
| <b>Pacing</b>                                     | 24 days  |  |  |
| <b>Essential Questions</b>                        | <ul style="list-style-type: none"> <li>• How do I use improvisation skills to enhance my characters?</li> <li>• How is improvisation used in a professional theatre setting?</li> <li>• How can I apply improvisational techniques to my acting?</li> </ul>  |  |  |
| <b>Content</b>                                    | <ul style="list-style-type: none"> <li>• Spontaneous performance</li> <li>• Character building</li> <li>• Performing in front of peer groups</li> </ul>  |  |  |
| <b>Skills</b>                                     | <ul style="list-style-type: none"> <li>• Shortening reaction time</li> <li>• Staying in character</li> <li>• Telling a story</li> <li>• Staying in the scene</li> <li>• Achieving your objective</li> </ul>  |  |  |
| <b>Assessments</b>                                | <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Improvisation 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> </ul>   |  |  |
| <b>Lesson resources / Activities</b>              | <ul style="list-style-type: none"> <li>• Zip Zap Bop, sound and motion, the chair game, “Baby I Love You,” Here’s Charlie, One Word Story</li> <li>• Professor Know-it-all, This is a Pen, What’re You Doing, Questions Only, Park Bench, Customer Service</li> <li>• You’re Late</li> <li>• New Choice</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**

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| <b>Content Statement(s):</b>  | <b>CPI # / CPI(s): 1.3.12.C.2</b>   |
| 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. | Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions. |

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

|  |                  |  |   |  |                |  |                 |
|--|------------------|--|---|--|----------------|--|-----------------|
|  | 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 |
|          | Media Literacy            |          | ICT Literacy                          | <b>X</b> | Life and Career Skills          |          |                      |

**Pine Hill Public Schools  
Curriculum**

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|---|---|---|
| <b>Unit Title: Stage Basics/Articulation Workshop</b> |   | <b>Unit #: 2</b>                          |
| <b>Course or Grade Level: Theatre 1 (9-12)</b>        |   | <b>Length of Time: October - November</b> |
| <b>Date Created: 7-30-2013</b>                        |   | <b>BOE Approval Date:</b>                 |
| <b>Pacing</b>   | 18 days   |   |
| <b>Essential Questions</b>                            | <ul style="list-style-type: none"> <li>• What is articulation?</li> <li>• What is projection?</li> <li>• How do I use articulation and projection to help my performance?</li> <li>• What is the correct terminology for areas of the stage?</li> <li>• How can I apply stage terminology to my acting activities?</li> <li>• How does an actor write down their own blocking?</li> </ul> |   |
| <b>Content</b>  | <ul style="list-style-type: none"> <li>• Articulation strategies</li> <li>• Projection strategies</li> <li>• Articulation/projection vocabulary</li> <li>• Basic stage terminology</li> </ul>   |   |
| <b>Skills</b>   | <ul style="list-style-type: none"> <li>• Articulation</li> <li>• Projection</li> <li>• Blocking notation</li> </ul>   |   |
| <b>Assessments</b>                                    | <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Articulation/projection 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>• Public Speaking</li> </ul>  |   |
| <b>Lesson resources / Activities</b>                  | <ul style="list-style-type: none"> <li>• Gilbert and Sullivan's <i>The Mikado</i></li> <li>• Stage vocabulary</li> </ul>  |   |

**2009 NJCCCS**

**Standard: 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**

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| <b>Content Statement(s):</b><br>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. | <b>CPI # / CPI(s): 1.3.12.C.2</b><br>Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions. |
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**21<sup>st</sup> Century Themes**

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

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

|   |                           |   |                                       |   |                                 |   |                      |
|---|---------------------------|---|---------------------------------------|---|---------------------------------|---|----------------------|
| 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          |   |                      |

**Pine Hill Public Schools  
Curriculum**

**Unit Title: Intro to Scene Study/Acting Technique** **Unit #: 3**

**Course or Grade Level: Theatre 1 (9-12)** **Length of Time: November - December**

**Date Created: 7-30-2013** **BOE Approval Date:**

**Pacing** 20 days

**Essential Questions**

- How do I apply the skills I have learned to a scene?
- How do we make choices for our characters?
- How can I apply my blocking knowledge into my scene?
- Who is Uta Hagen and what methods for acting did she create?
- How do I apply Uta Hagen’s methods for acting into my scene work?

**Content**

- Script analysis
- Character development
- Substitution method

**Skills**

- Scene analysis
- Character study
- Substitution method workshops

**Assessments**

- Teacher observation
- Performance assessment rubric

**Interventions / differentiated instruction**

- One on one teacher instruction
- Visual aids
- Teacher led activities/discussion
- Call and response

**Inter-disciplinary Connections**

- Language Arts
- History

**Lesson resources / Activities**

- Uta Hagen *Respect for Acting*
- A/B scenes

**2009 NJCCCS**

**Standard: 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**

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| <p><b>Content Statement(s):</b><br/>Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> | <p><b>CPI # / CPI(s): 1.3.12.C.2</b><br/>Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> |
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**21<sup>st</sup> Century Themes**

|                  |   |                |                 |
|------------------|---|----------------|-----------------|
| 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          |   |                      |

**Pine Hill Public Schools  
Curriculum**

|   |   |                                |
|---|---|--------------------------------|
| <b>Unit Title: Stage Combat</b>                   |   | <b>Unit #: 4</b>               |
| <b>Course or Grade Level: Theatre 1 (9-12)</b>    |   | <b>Length of Time: January</b> |
| <b>Date Created: 7-30-2013</b>                    |   | <b>BOE Approval Date:</b>      |
| <b>Pacing</b>                                     | 14 days   |                                |
| <b>Essential Questions</b>                        | <ul style="list-style-type: none"> <li>• What are the proper safety procedures for stage combat?</li> <li>• What techniques are used for stage combat?</li> <li>• How can I apply these stage combat techniques into a choreographed fight sequence?</li> </ul> |                                |
| <b>Content</b>                                    | <ul style="list-style-type: none"> <li>• Hand to hand stage combat technique</li> </ul>   |                                |
| <b>Skills</b>                                     | <ul style="list-style-type: none"> <li>• Hand to hand stage combat technique</li> </ul>   |                                |
| <b>Assessments</b>                                | <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Stage combat 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>• History</li> <li>• Physical Education</li> </ul>  |                                |
| <b>Lesson resources / Activities</b>              | <ul style="list-style-type: none"> <li>• Combat training activities</li> </ul>  |                                |

**2009 NJCCCS**

**Standard: 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**

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| <b>Content Statement(s):</b><br>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): 1.3.12.C.2</b><br>Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions. |
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21<sup>st</sup> Century Themes

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

21<sup>st</sup> Century Skills

|   |                           |   |                                       |   |                                 |   |                      |
|---|---------------------------|---|---------------------------------------|---|---------------------------------|---|----------------------|
| 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          |   |                      |

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| <b>Pine Hill Public Schools<br/>Curriculum</b> |
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|---|--|---|
| <b>Unit Title: Classical Scene Study</b>          |  | <b>Unit #: 5</b>                        |
| <b>Course or Grade Level: Theatre 1 (9-12)</b>    |  | <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 is William Shakespeare and why is he important?</li> <li>• How can we understand Shakespeare's language?</li> <li>• How can we use Shakespeare's language to influence our acting technique?</li> </ul> |   |
| <b>Content</b>                                    | <ul style="list-style-type: none"> <li>• Scene study</li> <li>• Stage combat choreography</li> </ul>   |   |
| <b>Skills</b>                                     | <ul style="list-style-type: none"> <li>• Textual analysis</li> <li>• Historical background information</li> <li>• Iambic pentameter</li> </ul>   |   |
| <b>Assessments</b>                                | <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Written work 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>              | William Shakespeare's <i>A Midsummer Night's Dream</i>   |   |

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| <b>2009 NJCCCS</b> |
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**Standard: 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**

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| <p><b>Content Statement(s):</b><br/>Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> | <p><b>CPI # / CPI(s): 1.3.12.C.1</b><br/>Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> |
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| <b><u>21<sup>st</sup> Century Themes</u></b> |
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|   |                  |  |   |  |                |  |                 |
|---|------------------|--|---|--|----------------|--|-----------------|
| X | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy |  | Health Literacy |
|---|------------------|--|---|--|----------------|--|-----------------|

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| <b><u>21<sup>st</sup> Century Skills</u></b> |
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|   |                           |   |                                       |   |                                 |   |                      |
|---|---------------------------|---|---------------------------------------|---|---------------------------------|---|----------------------|
| 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<br/>Curriculum</b>  |  |
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| <b>Unit Title: Playwright's Workshop</b>  |  |
| <b>Unit #: 6</b>  |  |
| <b>Course or Grade Level: Theatre 1 (9-12)</b>  |  |
| <b>Length of Time: 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>• How does a playwright get started?</li> <li>• What is dramatic structure?</li> <li>• What is an effective method of critique for playwriting?</li> <li>• How is critique used to rewrite/edit playwriting?</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>  |  |
| <b>Content Statement(s):</b>  | <b>CPI # / CPI(s):</b>   |
| 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.                               | <b>1.4.12.A.1</b>  |
| Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.   | 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.   |
|   | <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.   |
| <b>21<sup>st</sup> Century Themes</b>   |  |

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

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| <b>Pine Hill Public Schools<br/>Curriculum</b> |
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| <b>Unit Title: Advanced Improvisational Studies</b> |  | <b>Unit #: 7</b>             |
| <b>Course or Grade Level: Theatre 1 (9-12)</b>      |  | <b>Length of Time: April</b> |
| <b>Date Created: 7-30-2013</b>                      |  | <b>BOE Approval Date:</b>    |
| <b>Pacing</b>                                       | 13 days  |                              |
| <b>Essential Questions</b>                          | <ul style="list-style-type: none"> <li>• What is long form improvisation?</li> <li>• What is a Harold?</li> <li>• How is a Harold used in a professional theatre setting?</li> </ul> |                              |
| <b>Content</b>                                      | <ul style="list-style-type: none"> <li>• Performance opportunities</li> </ul>  |                              |
| <b>Skills</b>                                       | <ul style="list-style-type: none"> <li>• Harold structure</li> <li>• Improvisation</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> </ul>  |                              |
| <b>Lesson resources / Activities</b>                | <ul style="list-style-type: none"> <li>• Harolds</li> </ul>  |                              |

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| <b>2009 NJCCCS</b> |
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**Standard: 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**

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| <p><b>Content Statement(s):</b><br/>Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> | <p><b>CPI # / CPI(s): 1.3.12.C.1</b><br/>Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> |
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| <u>21<sup>st</sup> Century Themes</u> |
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|  |                  |  |                      |  |                |  |                 |
|--|------------------|--|----------------------|--|----------------|--|-----------------|
|  | Global Awareness |  | Financial, Economic, |  | Civic Literacy |  | Health Literacy |
|--|------------------|--|----------------------|--|----------------|--|-----------------|



|                                       |                           |   |  |   |                                 |   |                      |
|---------------------------------------|---------------------------|---|--|---|---------------------------------|---|----------------------|
|                                       |                           |   | Business, and Entrepreneurial 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          |   |                      |

**Pine Hill Public Schools  
Curriculum**

|   |   |                                   |
|---|---|-----------------------------------|
| <b>Unit Title: Contemporary Scene Study</b>       |   | <b>Unit #: 8</b>                  |
| <b>Course or Grade Level: Theatre 1 (9-12)</b>    |   | <b>Length of Time: May - June</b> |
| <b>Date Created: 7-30-2013</b>                    |   | <b>BOE Approval Date:</b>         |
| <b>Pacing</b>                                     | 26 days   |                                   |
| <b>Essential Questions</b>                        | <ul style="list-style-type: none"> <li>Who are some current playwrights?</li> <li>What are the major differences between contemporary and classical scenes?</li> <li>How does acting technique change in a contemporary 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>Contemporary scenes (varying depending on class size/strengths)</li> </ul>   |                                   |

**2009 NJCCCS**

**Standard: 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**

|  |   |
|--|---|
| <b>Content Statement(s):</b><br>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):1.3.12.C.2</b><br>Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions. |
|--|---|

21<sup>st</sup> Century Themes

|  |                  |  |   |  |                |  |                 |
|--|------------------|--|---|--|----------------|--|-----------------|
|  | 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 |
|          | Media Literacy            |          | ICT Literacy                          | <b>X</b> | Life and Career Skills          |          |                      |