

Pine Hill Public Schools Curriculum

Content Area:	Electives – Performing Art		
Course Title/ Grade Level:	Theatre 2 / Grades 10-12		
Unit 1:	Advanced Improvisation	Month:	September
Unit 2:	Articulation/Projection/Technique Workshops	Month:	October - November
Unit 3:	Intro to Monologue Study/Auditioning Skills	Month:	November - December
Unit 4:	Stage Combat/Classical Scene Study	Month:	January - February
Unit 5:	Playwright's Workshop	Month:	March - April
Unit 6:	Contemporary Scene Study	Month:	May - June
Date Created or Revised:	7-30-2013		
BOE Approval Date:	8/27/2013		

Pine Hill Public Schools Curriculum							
Unit Title: Advanced Improvisation						Unit #: 1	
Course or Grade Level: Theatre 2 (10-12)				Length of Time: September			
Date Created: 7-30-2013				BOE Approval Date:			
Pacing		15 days					
Essential Questions		<ul style="list-style-type: none"> • How do I use improvisation skills to enhance my characters? • How is improvisation used in a professional theatre setting? • How can I apply improvisational techniques to my acting? • How is a Harold used in a professional theatre setting? 					
Content		<ul style="list-style-type: none"> • Spontaneous performance • Character building • Performing in front of peer groups 					
Skills		<ul style="list-style-type: none"> • Shortening reaction time • Staying in character • Telling a story • Staying in the scene • Achieving your objective • Harolds 					
Assessments		<ul style="list-style-type: none"> • Teacher observation • Improvisation performance rubric 					
Interventions / differentiated instruction		<ul style="list-style-type: none"> • One on one teacher instruction • Visual aids • Teacher led activities/discussion • Call and response 					
Inter-disciplinary Connections		<ul style="list-style-type: none"> • Language Arts • History 					
Lesson resources / Activities		<ul style="list-style-type: none"> • Zip Zap Bop, Sound and Motion, The Chair Game, “Baby I Love You,” Here’s Charlie, One Word Story • Professor Know-it-all, This is a Pen, What’re You Doing?, Questions Only, Park Bench, Customer Service • You’re Late, New Choice, Freeze Tag, Sit Stand Lie, Candy Maker, Random Lines, Alphabet Scene • First Line, Last Line, The Dating Game, Harold Improv 					
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							
Content Statement(s):				CPI # / CPI(s): 1.3.12.C.2			
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 st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21 st 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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**Pine Hill Public Schools
Curriculum**

Unit Title: Articulation/Projection/Technique Workshops		Unit #: 2
Course or Grade Level: Theatre 2 (10-12)		Length of Time: October - November
Date Created: 7-30-2013		BOE Approval Date:
Pacing	23 days	
Essential Questions	<ul style="list-style-type: none"> • What is articulation? • What is projection? • How do I use articulation and projection to help my performance? • What are common acting techniques? • How do I use sense memory and emotional recall? 	
Content	<ul style="list-style-type: none"> • Articulation strategies • Projection strategies • Acting techniques 	
Skills	<ul style="list-style-type: none"> • Articulation • Projection • Sense Memory • Emotional Recall 	
Assessments	<ul style="list-style-type: none"> • Teacher observation • Articulation/projection rubric • Performance rubric 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • One on one teacher instruction • Visual aids • Teacher led activities/discussion • Call and response 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts • Public Speaking 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Gilbert and Sullivan's <i>The Pirates of Penzance</i> • Uta Hagen <i>An Actor Prepares</i> 	

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

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

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st 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: Introduction to Monologue Study/Auditioning Skills **Unit #: 3**

Course or Grade Level: Theatre 2 (10-12) **Length of Time: November-December**

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

Pacing	25 days
Essential Questions	<ul style="list-style-type: none"> • How do I apply the skills I have learned to a monologue? • How do we make choices for our characters? • How can I apply my blocking knowledge into my scene? • How do I apply Uta Hagen’s methods for acting into my monologue?
Content	<ul style="list-style-type: none"> • Script analysis • Character development
Skills	<ul style="list-style-type: none"> • Monologue analysis • Character study
Assessments	<ul style="list-style-type: none"> • Teacher observation • Performance assessment rubric
Interventions / differentiated instruction	<ul style="list-style-type: none"> • One on one teacher instruction • Visual aids • Teacher led activities/discussion • Call and response
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts • History
Lesson resources / Activities	<ul style="list-style-type: none"> • Contrasting monologues/Audition length

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

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

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
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	Media Literacy		ICT Literacy	X	Life and Career Skills
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**Pine Hill Public Schools
Curriculum**

Unit Title: Stage Combat/Shakespearean Scene Study		Unit #: 4
Course or Grade Level: Theatre 2 (10-12)		Length of Time: January - February
Date Created: 7-30-2013		BOE Approval Date:
Pacing	35 days	
Essential Questions	<ul style="list-style-type: none"> • What are the proper safety procedures for stage combat? • What techniques are used for stage combat? • How can I apply these stage combat techniques into a choreographed fight sequence? • How can we understand Shakespeare's language? • How can we use Shakespeare's language to influence our acting technique? 	
Content	<ul style="list-style-type: none"> • Sword stage combat technique • Scene study • Stage combat choreography 	
Skills	<ul style="list-style-type: none"> • Sword stage combat technique • Textual analysis • Historical background information • Iambic pentameter 	
Assessments	<ul style="list-style-type: none"> • Teacher observation • Stage combat assessment rubric • Performance rubric 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • One on one teacher instruction • Visual aids • Teacher led activities/discussion • Call and response 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts • History • Physical Education 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Combat training activities 	

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

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

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21 st 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: Playwright's Workshop	Unit #: 5
Course or Grade Level: Theatre 2 (10-12)	Length of Time: March - April
Date Created: 7-30-2013	BOE Approval Date:
Pacing	30 days
Essential Questions	<ul style="list-style-type: none"> • How does a playwright get started? • What is dramatic structure? • What is an effective method of critique for playwriting? • How is critique used to rewrite/edit playwriting? • What are the skills necessary for scene writing?
Content	<ul style="list-style-type: none"> • Revision editing • Performances of student written work
Skills	<ul style="list-style-type: none"> • Critique • Note taking • Editing
Assessments	<ul style="list-style-type: none"> • Teacher observations • Student self-assessment
Interventions / differentiated instruction	<ul style="list-style-type: none"> • One on one teacher instruction • Visual aids • Teacher led activities/discussion • Call and response
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts • History
Lesson resources / Activities	<ul style="list-style-type: none"> • Student written work

2009 NJCCCS

Standard: 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): A, B

Content Statement(s):	CPI # / CPI(s):
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.	1.4.12.A.1 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.
Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

21st Century Themes

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Classical Scene Study		Unit #: 8
Course or Grade Level: Theatre 2 (10-12)		Length of Time: May - June
Date Created: 7-30-2013		BOE Approval Date:
Pacing	26 days	
Essential Questions	<ul style="list-style-type: none"> • Who are some classic playwrights? • What are the major differences between contemporary and classical scenes? • How does acting technique change depending on the scene? 	
Content	<ul style="list-style-type: none"> • Scene study 	
Skills	<ul style="list-style-type: none"> • Memorization • Performance 	
Assessments	<ul style="list-style-type: none"> • Teacher observation • Completion of rehearsals/performance 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • One on one teacher instruction • Visual aids • Teacher led activities/discussion • Call and response 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Language Arts • History 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Classical scenes (varying depending on class size/strengths) 	

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

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

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st 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		