

## Pine Hill Public Schools Curriculum

Content Area:	<b>Electives – Performing Art</b>		
Course Title/ Grade Level:	Honors Theatre 3/4 / Grades 11-12		
Unit 1:	<b>Auditions/Improvisation Review</b>	Month:	<b>Sep</b>
Unit 2:	<b>Video Projects</b>	Month:	<b>Oct</b>
Unit 3:	<b>Acting Techniques</b>	Month:	<b>Nov</b>
Unit 4:	<b>Styles of Acting/Directing</b>	Month:	<b>Dec</b>
Unit 5:	<b>Director's Workshops</b>	Month:	<b>Jan</b>
Unit 6:	<b>Showcase Planning</b>	Month:	<b>Feb - Mar</b>
Unit 7:	<b>Showcase Selections</b>	Month:	<b>Apr - May</b>
Unit 8:	<b>Showcase Prep / Auditions</b>	Month:	<b>June</b>
Unit 9:	<b>Stage Management</b>	Month:	<b>TBD</b>
Date Created or Revised:	8-30-2012		
BOE Approval Date:			

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Auditions/Improvisation Review</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: Honors Theatre 3/4 (11-12)</b>		<b>Length of Time: Sep</b>
<b>Date Created: 8-30-2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	15 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I prepare myself for an audition experience?</li> <li>• How do I use improvisation skills to enhance my characters?</li> <li>• How is improvisation used in a professional theatre setting?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Spontaneous performance skills</li> <li>• Harolds</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> <li>• Long form improvisation</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Improvisation performance rubric (provided)</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>• Zip Zap Bop</li> <li>• Sound and Motion</li> <li>• The Chair Game</li> <li>• “Baby I Love You”</li> <li>• Here’s Charlie</li> <li>• One Word Story</li> <li>• Professor Know-it-all</li> <li>• This is a Pen</li> <li>• What’re You Doing?</li> <li>• Questions Only</li> <li>• Park Bench</li> <li>• Customer Service</li> <li>• You’re Late</li> <li>• New Choice</li> <li>• Freeze Tag</li> <li>• Sit, Stand, Lie</li> <li>• Candy Maker</li> <li>• Random Lines</li> <li>• Alphabet Scene</li> <li>• First Line, Last Line</li> <li>• The Dating Game</li> <li>• Harold Improv</li> </ul>	

<b>Standard:</b> 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.							
<b>Strand(s):</b> C							
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</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.			
<u><b>21<sup>st</sup> Century Themes</b></u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u><b>21<sup>st</sup> Century Skills</b></u>							
<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		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Video Projects</b>	<b>Unit #: 2</b>
<b>Course or Grade Level: Honors Theatre 3/4 (11-12)</b>	<b>Length of Time: Oct</b>
<b>Date Created: 8-30-2012</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	15 days
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What message are we trying to send about bullying?</li> <li>• What message are we trying to send about drinking after the prom?</li> <li>• How can we present these messages in an effective way?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Structuring storylines</li> <li>• Writing scripts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Creating thematic elements</li> <li>• Performing for a video camera</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation</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> <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>	• Student created work					
<b>2009 NJCCCS</b>						
<b>Standard: 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): C</b>						
<b>Content Statement(s):</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.				<b>CPI # / CPI(s): 1.3.12.C.1</b> 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.		
<b><u>21<sup>st</sup> Century Themes</u></b>						
<b>X</b>	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	<b>X</b>	Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>						
<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	<b>X</b>	ICT Literacy	<b>X</b>	Life and Career Skills	

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Acting Techniques</b>	<b>Unit #: 3</b>
<b>Course or Grade Level: Honors Theatre 3/4 (11-12)</b>	<b>Length of Time: Nov</b>
<b>Date Created: 8-30-2012</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	15 days
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are effective techniques for acting?</li> <li>• How are these techniques used in the professional world?</li> <li>• How were these techniques created and for what purpose?</li> <li>• How do these techniques further my understanding of character development?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Various acting techniques</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Creating physicality</li> <li>• Creating emotional responses</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance assessment rubric (provided)</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>• Uta Hagen's <i>Respect for Acting</i></li> <li>• Harold Guskin's <i>How to Stop Acting</i></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> 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> 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
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**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**

<b>Unit Title: Styles of Acting/Directing</b>		<b>Unit #: 4</b>
<b>Course or Grade Level: Honors Theatre 3/4 (11-12)</b>		<b>Length of Time: Dec</b>
<b>Date Created: 8-30-2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	20 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the different styles of acting and directing?</li> <li>• How does a director approach working with different actors?</li> <li>• How does an actor approach working with different directors?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Directing strategies</li> <li>• Acting styles and techniques</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Character development</li> <li>• Performance</li> </ul>	

	<ul style="list-style-type: none"> <li>• Direction</li> <li>• Creative thematic elements</li> <li>• Creating story through movement</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance assessment rubric (provided)</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> <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>• <i>A Sense of Direction</i></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.

**Strand(s):C**

**Content Statement(s):**

**CPI # / CPI(s): 1.1.12.C.2**

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

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.

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

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

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

**Pine Hill Public Schools  
Curriculum**

**Unit Title: Director's Workshops**

**Unit #: 5**

**Course or Grade Level: Honors Theatre 3/4 (11-12)**

**Length of Time: Jan**

**Date Created: 8-30-2012**

**BOE Approval Date:**

**Pacing**

20 days

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the different styles of acting and directing?</li> <li>• How does a director approach working with different actors?</li> <li>• How does an actor approach working with different directors?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Directing strategies</li> <li>• Acting styles and techniques</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Character development</li> <li>• Performance</li> <li>• Direction</li> <li>• Creative thematic elements</li> <li>• Creating story through movement</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance assessment rubric (provided)</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> <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>• <i>A Sense of Direction</i></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.

**Strand(s):C**

**Content Statement(s):**

**CPI # / CPI(s): 1.1.12.C.2**

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

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.

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

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

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

<b>Unit Title: Showcase Planning</b>		<b>Unit #: 6</b>	
<b>Course or Grade Level: Honors Theatre 3/4 (11-12)</b>		<b>Length of Time: Feb-Mar</b>	
<b>Date Created: 8-30-2012</b>		<b>BOE Approval Date:</b>	
<b>Pacing</b>	20 days		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <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> </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> <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>• Student written work</li> </ul>		
<b>2009 NJCCCS</b>			
<p><b>Standard: 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.</p> <p><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.</p>			
<b>Strand(s): A, B</b>			
<p><b>Content Statement(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.  Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.</p>		<p><b>CPI # / CPI(s): 1.4.12.A.1 / 1.4.12.A.2</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.  Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>	
<b><u>21<sup>st</sup> Century Themes</u></b>			
	Global Awareness	Financial, Economic, Business, and Entrepreneurial	Civic Literacy
			Health Literacy



			Literacy				
<u>21<sup>st</sup> 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		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Showcase Structuring</b>	<b>Unit #: 7</b>
<b>Course or Grade Level: Honors Theatre 3/4 (11-12)</b>	<b>Length of Time: Apr-May</b>
<b>Date Created: 8-30-2012</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	20 days
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the essential elements of storytelling?</li> <li>• What story are we trying to tell?</li> <li>• Who are we telling our story to?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Formulating a plan for the showcase</li> <li>• Create a structure around their playwriting</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> <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>• Student written work</li> </ul>
<b>2009 NJCCCS</b>	
<p><b>Standard: 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.</p> <p><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.</p>	
<b>Strand(s): A, B</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s): 1.4.12.A.1 / 1.4.12.A.2</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. 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. Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**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
	Media Literacy		ICT Literacy	<b>X</b>	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Showcase Prep / Auditions</b>		<b>Unit #: 8</b>
<b>Course or Grade Level: Honors Theatre 3/4 (11-12)</b>		<b>Length of Time: June</b>
<b>Date Created: 8-30-2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	20 days	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do we prepare for a performance in front of a live audience?</li> <li>• What technical elements go into performing for a live audience?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Technical theatre design</li> <li>• Breathing exercises</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/showcase 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> <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>• Student written work</li> </ul>	

**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.

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

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**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
	Media Literacy		ICT Literacy	<b>X</b>	Life and Career Skills		

**Pine Hill Public Schools  
Curriculum**

**Unit Title: Stage Management**

**Unit #: 9**

**Course or Grade Level: Theatre 3/4 (11-12)**

**Length of Time: TBD**

**Date Created: 8-30-2012**

**BOE Approval Date:**

<b>Pacing</b>	TBD
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the skills needed to paint and design sets for the stage?</li> <li>• What are the skills needed to hang and design lights for the stage?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Painting sets</li> <li>• Hanging/focusing lights</li> <li>• Setting gels</li> <li>• Switching out lenses</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Artistic expressions</li> <li>• Following directions</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observations</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>• Job skills</li> <li>• Technical theatre</li> </ul>

<b>Lesson resources / Activities</b>	• Set design from a high school production
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**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> Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.	<b>CPI # / CPI(s):1.1.12.C.3</b> 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.
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**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**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
	Media Literacy		ICT Literacy	<b>X</b>	Life and Career Skills		

## Participation Rubric

Criteria	1	2	3	4	5
Participation	Refuses to participate, or must be forced to participate	Needs to participate more	Participates sometimes	Participates most of the time	Participates consistently and respectfully of the others in class
Focus	Needs to be constantly reminded to focus, is a distraction during class	Needs several reminders to focus during class time	Is sometimes unfocused but is easily corrected	Can remain focused through most activities	Stays focused throughout the lesson, is a role model
Skills	Has trouble using the basic principles of the activities	Seems to forget previous skills as soon as we approach a new activity	Has a good grasp on some skills, but is lacking in several areas	Shows a good grasp of the skills, but still has room to grow	Displays skills often and correctly
Growth	Remains where they started, with little to no growth	Shows little growth, needs to be pushed to try something new	Needs to be pushed to continue to grow	Is making good progress	Continues to make significant progress
Preparation	Student is often unprepared	Student is sometimes unprepared or under prepared	Student is usually prepared, needs to be prepared more often	Student is prepared, but not to their full potential	Student goes above and beyond preparation in class, does work at home

## Stage Combat Performance Rubric

Criteria	1	2	3	4	5
Effort/Focus	Minimum participation, mentally unfocused, goofing off	Some participation, mentally unfocused, some talking and goofing off	Trying to focus, puts out effort, minimum to no distractions	Practically full effort, mostly focused, no distractions, tries their best	Full effort, completely focused, tries best, no distractions, has UMPH!
Character	Breaks character frequently	Some breaks of character	Few breaks of character	Hardly any character breaks	No breaks, well thought-out character choices
Safety	Completely unsafe, puts other people at risk for injury.	Is not threatening, but does not appear in control of their movements	Moves at a reasonable pace, seems in control of their movements	Sets spacing properly, makes poor eye contact	Sets spacing properly, makes consistent eye contact
Memorization	Nothing was memorized	Starts and stops and eventually gives up	Finished but is not completely memorized, obvious mistakes	Confident throughout but with slight mistakes	Parts assigned were completely memorized
Acting	Just going through the motions.	Doesn't seem committed.	Commits to the movement, but makes no sounds during the fight.	Makes appropriate sounds and movements while maintaining safety.	Really gets into the movements, appears realistic while staying safe

## Performance Rubric

Criteria	1	2	3	4	5
Character	No character	Character unclear	Character choices are there but are inconsistent	Clear character choices, some breaks in character	Doesn't break, character is realistic and believable
Voice	We can't hear you!	Monotone, unclear or difficult to understand	Needs more work on diction and projection	Decent diction and projection, still needs some work	Clear and consistent with varied tones and good projection
Choices/ Physicality	Distracting or inappropriate physicality or choices	Physicality is "nervous" pacing, rocking etc. Choices are inconsistent	Physicality is there but doesn't add anything to the character, choices seem unjustified	Physicality enhances the character, more choices are necessary	Clear choices are made, physicality enhances the character realistically
Memorization	Not memorized	Has some of it, but can't finish the entire assignment	Works through the mental blocks with obvious mistakes	Few hesitations, stops and starts lines	Completely memorized or improvises missed lines
Blocking	Blocking is not followed at all	Many blocking errors, looks confused or unsure	Some blocking errors, no creativity	Blocking has some creativity but is not consistent	Blocking is in character and consistent throughout
Would this be effective in an audition?	We'll call you...	They need more experience before being ready for a role	Definite skills, lacks confidence, would be great in the ensemble	Has potential definitely an understudy, we want to work with this person	You would be perfect for this role!

## Written Assessment Rubric

Criteria	1	2	3	4	5
Clarity	Ideas were unfocused and unorganized	Some organization, ideas are unfocused	Some organization, minimal focus throughout	Good organization of ideas throughout the writing	Highly focused and organized
Completion	Did not complete required length	Writing is the bare minimum required	Writing is completed, but sloppy and not well organized	Writing length is completed, not very well written	Full requirement is met or exceeded, very well written
Editing	Writing is barely legible due to errors and mistakes	Many mistakes throughout the writing, difficult to read	Writing includes many obvious mistakes, no proofreading	Several editing mistakes, lack of punctuation, etc.	Paper does not include errors or they are minimal
Character development	Characters are not developed or lack any relationship	Details are unclear about the character(s)	Individual characteristics remain unclear	Character is established but inconsistent, relationship details are not clear	Characters and relationships are clear and further the plot
Playwriting skills	Student shows no knowledge of basic playwriting skills	Student shows minimal knowledge of basic playwriting skills	Students has made changes to writing but has not implemented changes correctly	Students has re-worked their writing effectively	Student has re-worked their writing several times, continuing to improve



# Acting/Directing Performance Rubric

Criteria	1	2	3	4	5
Effort/Focus	Student did not perform anywhere near their full potential	Student gave the minimal amount of effort required	Student was sometimes focused and could have shown better effort	Student stayed focused for most of the process	Student stayed focused during the entire process
Character Development	There were no characters present	Characters were not realistic or did not fit the scene	Characters were shallow or unrealistic	Characters were lacking some depth	Characters were well planned out and performed
Storytelling/ Character Arc	Story was incomplete or unfinished and without any character arc	Story was undeveloped or missing critical elements	Story was difficult to follow or unclear	Story was somewhat clear, minor details were missing or unclear	Story was clear and the characters changed over time
Preparation	Student refused to participate or was completely unprepared	Student performed regularly but with a bad attitude against their peers	Student was prepared to perform sometimes	Student was prepared to perform on most days	Student was prepared to perform on every day
Vision/ Consistency	Vision was non existent or unfinished	Vision was incomplete or not well thought out	Vision was conceptually interesting but didn't work in execution	Vision concept was somewhat clear, actors had a grasp on it	Vision was original and complete and the actors were able to complete it

# Diction Assessment Rubric

Criteria	1	2	3	4	5
Clarity	It is extremely difficult to understand what the student is saying.	Certain words and phrases are extremely difficult to understand.	Some words and phrases are blended or slurred together.	Easy to understand with some abrupt changes in speed or delivery.	Clear and consistent throughout the presentation.
Articulation	Words are not articulated properly.	Consonant clusters are completely ignored or blended together.	Some consonants at the ends of words are slurred or blended.	Consonants are crisp and clear throughout.	Consonants are crisp and clear throughout and ending consonants are blended properly!
Projection	We cannot hear you!	It is very difficult to hear in many parts of the presentation.	We can hear most of the words, but the ends of sentences seem to drop off.	Words are spoken loudly and clearly.	Words are spoken loudly and clearly with a good resonant tone.
Memorization	Not memorized.	Partially memorized, stops and starts but is unable to finish.	Partially memorized, stops and starts but is able to finish.	Memorized with only slight hesitations.	Completely memorized.
Improvement	The performance is actually worse than the original.	No improvement.	Some improvement in a few areas, remains the same in others.	Good improvements made throughout.	Great improvements made throughout, appears polished and well rehearsed!