

Englewood Public School District
9-12 Theatre
Unit 1: History of the Arts and Culture

Overview: In this unit, students will explore the history of theater and develop, understand heritage and tradition, historical and cultural backgrounds.

Time Frame: Approximately 12 weeks

Enduring Understandings:

- Dramatizations and scenes from a variety of historical periods and cultures stimulate understanding of the impact of society on theatre, and theatre's impact on society.
- Live and recorded resources from diverse periods in different genres can help identify theatrical conventions, compare and contrast treatments, and analyze the effectiveness of each in the designated time period.
- The works of significant artists reflect the historical and aesthetic evolution of scenic design and technical theatre.
- Theatrical conventions of specific periods, styles, and genres of theatrical literature inform student decisions.

Essential Questions: *Students will keep considering...*

- How have innovations in theatre impacted societal norms?
- How does theatre influence society?
- How does society influence theatre?
- How does exposure to various cultures influence our response to theatre?

Standards	Topics and Objectives	Activities	Resources	Assessments
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. 1.2.12.A.1 Determine how dance, music, theatre, and	Students will: <ul style="list-style-type: none"> • Recognize the distinguishing characteristics of theatre from diverse cultures. • Trace the development of technical aspects of theatre throughout major points of history. 	<ul style="list-style-type: none"> • Read at least one play from the following eras: <ul style="list-style-type: none"> • Ancient Greece • Medieval Europe • 17th Century France • 18th Century Germany 	<ul style="list-style-type: none"> • <i>American Theatre Magazine</i> • <i>Playing Period Plays</i> by Lyn Oxenford • <i>Drama of Color: Improvisation with Multi Ethnic Folklore</i> by Johnny Saldana 	<ul style="list-style-type: none"> • Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers,

visual art have influenced world cultures throughout history.

1.2.12.A.2 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.

1.4.12.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.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

- Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was it created.
 - Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically.
 - Compare and contrast conventions of ancient and contemporary world theatrical forms.
 - Analyze theatrical styles that challenge the social mores/zeitgeist of various historical periods.
 - Analyze how dramatic literature and theatre is used to sway public opinion and question social norms.
 - Analyze how the theatre experience has or has not changed across a spectrum of historical period.
 - Create a chronological chart that displays the seven eras of Western theatre.
 - Experience at least three of the cultural forms through videos:
 - Japanese Theatre
 - Latino Theatre
 - Opera
 - American Musical Theatre
 - Using online and video resources, research one of the selected eras of theatrical innovations or cultural forms to complete a project:
 - Designing a set model
 - Performing scenes
 - Write a historical overview essay of a time period.
 - Identify the distinguishing characteristics of a major period in Western theatrical innovation.
 - Examine applications and influences of technology in theatrical works and their impact on the performance, audience perception, and experiences around the world.
 - Digital Shakespeare Texts:
 - <http://www.folgerdigitaltxts.org/?chapter=4>
 - <http://globalshakespeares.mit.edu/#>
 - [Glossary of Terms](#)
 - theatre resources and performance “notes.”
 - Create PowerPoint presentations on actors who greatly impacted theatre.
 - Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric.
 - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.
- Alternative Assessments:**
- Analyzing primary source documents on the history of theatre and the cultures of origin.
 - Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research
 - Use technology to create a presentation on the impact of theatre

on specific groups of people and historical events.

[Sample Assessment 1](#)
[Sample Scoring Guide 1](#)

[Sample Assessment 2](#)
[Sample Scoring Guide 2](#)

[Sample Assessment 3](#)
[Sample Scoring Guide 3](#)

Integration of 21st Century Standards NJSL 9:

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Theatre curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Theatre requirements. This will include allowing more opportunities to demonstrate creativity and the design of original works.

English Language Learners

Special Education

At-Risk

Gifted and Talented

- Create an original play based on the cultural themes and

<ul style="list-style-type: none"> • Use sentence/paragraph frames to assist with writing reports. • Create a world wall with cultural theatre names/vocabulary. • Work with a partner to develop written reports and journal entries. • Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> • Use sentence/paragraph frames to assist with writing reports. • Create a world wall with cultural theatre names/vocabulary. • Utilize graphic responses in journals. • Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> • Invite parents/guardians to participate in sharing cultural plays. • Provide an outline for journal entries and study guides. • Provide extended time for written responses and reports. 	<p>theatre elements of a particular style.</p> <ul style="list-style-type: none"> • Incorporate multiple types of resources, including text, video, interviews, etc., into a report on an actor or playwright from specific time period or culture.
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Interdisciplinary Connections:

ELA

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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

Englewood Public School District
9-12 Theatre
Unit 2: Aesthetic Response

Overview: In this unit, students explore the strategies for evaluating theatre experiences, personal work and the work of others. Students will also learn to analyze the fundamentals of acting as the actor uses his voice, mind, and body.

Time Frame: Approximately 12 weeks

Enduring Understandings:

- Live and recorded performances of technical theatre can communicate meaning to an audience.
- Developing skills, self-discipline, and artistic expertise are necessary to achieve success.
- Continuous evaluations tie original intent to the final product.
- Rewriting scripts can establish foundations for future theatrical endeavors.

Essential Questions: *Students will keep considering...*

- How do your personal experiences affect your script writing?
- How can writing a script help an actor understand himself/herself and others or the world around them?
- How do actors utilize a script to initiate character development?
- What is the artist's intent?
- What makes a theatre work unique?

Standards	Topics and Objectives	Activities	Resources	Assessments
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.	Students will: <ul style="list-style-type: none"> Analyze the physical, emotional and social attributes of characters to make informed choices about character development, derived from information in the script as well as the social, 	<ul style="list-style-type: none"> View and respond to a variety of live/video performances representing a range of styles (classical, Western, contemporary) and venues (Broadway, off-Broadway, college, high school). 	<ul style="list-style-type: none"> High School Theater Critique Lesson Plan American Theatre Magazine www.theatremania.com Hot Seat: Theatre Criticism for the New 	<ul style="list-style-type: none"> Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from

<p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>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</p>	<p>political, historical circumstances of the play.</p> <ul style="list-style-type: none"> • Evaluate the technical and artistic merits of a theatrical production within the context of its social, historical and/or political significance, craftsmanship, and originality as criteria for an informed response regarding the successful communication of the director's vision. • Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context. • Ascertain the aesthetic of a theatrical production based on the technical production and performance values. 	<ul style="list-style-type: none"> • Write reviews or a comparative essay of two viewed performances contrasting performance elements, including: <ul style="list-style-type: none"> • Theatre performance space • Scenery, costumes, lighting • Timing and pacing • Research professional reviews of theatrical productions using computer resources. 	<p>York Times, 1980 to 1993</p> <ul style="list-style-type: none"> • Glossary of Terms 	<p>magazines and newspapers, theatre resources and performance "notes."</p> <ul style="list-style-type: none"> • Analyze, critique and review performance from a range of styles and genres in live venues, film and video by identifying production and dramatic elements. • Demonstrate the ability to analyze the critiques and reviews of others. <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Analyzing primary source documents on the history of theatre and the cultures of origin. • Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research • Use technology to create a presentation on the impact of theatre on specific groups of people and historical events.
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shown may impact perceptions of its significance/meaning.

[Sample Assessment 1](#)
[Sample Scoring Guide 1](#)

[Sample Assessment 2](#)
[Sample Scoring Guide 2](#)

[Sample Assessment 3](#)
[Sample Scoring Guide 3](#)

Integration of 21st Century Standards NJSL 9:

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Theatre curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Theatre requirements. This will include allowing more opportunities to demonstrate creativity and the design of original works.

English Language Learners

- Provide list of vocabulary words commonly used with

Special Education

- Students are given scripts of appropriate difficulty.

At-Risk

- Conference with teacher during the critique/review process.

Gifted and Talented

- Write detailed reflections to live and/or video performances.

responding to/critiquing works of art (theater).	<ul style="list-style-type: none"> Scripts may vary in length, complexity of language, and dialect. 		
Interdisciplinary Connections: ELA NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
Integration of Technology Standards NJSLS 8: 8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.			
Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.			

Englewood Public School District
9-12 Theatre
Unit 3: Performance

Overview: In this unit, students will develop a broad-based body of knowledge and technical skills to enhance perception, interpretation and performance.

Time Frame: Approximately 12 weeks

Enduring Understandings:

- Advanced acting techniques address the subtleties of characterization.
- Using costume, makeup, and research, actors strive to make their characters “ring true” for the audience.
- Research continues to be a major part of each new play undertaken and provides direction for creating characterizations and guidance for solving technical challenges.
- Involvement with production/performance tasks include basic crew assignments and front of house responsibilities.
- Technical theatre elements include set changes, maintaining visual lines for the audience, blocking, and meeting the director’s specifications.

Essential Questions: *Students will keep considering...*

- How do performers choose the method of acting for a particular performance?
- What are the different methods of training in drama?
- What background work does a performer in preparation for a role do?
- How does a performer prepare for stepping onto the stage?
- How do you control stage fright through relaxation techniques?

Standards	Topics and Objectives	Activities	Resources	Assessments
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	Students will: <ul style="list-style-type: none"> • Portray distinct characters that reflect physical, vocal and emotional choices in short and long form improvisation scenarios. • Develop the voice and body instruments by utilizing established physical and vocal techniques such as: 	<ul style="list-style-type: none"> • Design a character’s makeup and costume using information from the script, historical contexts and other appropriate sources to inform the design. • Create a set design (ground plan) for a scene based on a script analysis, dramaturgical study, 	<u>Suggested Plays</u> <ul style="list-style-type: none"> • Eugene O’Neill - Ah, Wilderness • Arthur Miller - The Crucible • Tennessee Williams - The Glass Menagerie • August Wilson - Fences • Anton Chekhov - The Cherry Orchard • Henrik Ibsen - A Doll’s House 	<ul style="list-style-type: none"> • Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance “notes.”

plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

- Linklater, Rodenburg, Alexander, and Laban.
- Demonstrate intentionality of the actor's choices by creating and performing physically, vocally and emotionally invested characters whose actions are justified by the script and/or situation.
 - Illustrate the attributes of safety, construction, and production of technical theatre elements.

- and director's vision that includes a justified use of three-dimensional space.
- Create and develop justified textual and non-textual moments in a scene using sound and light, based on script analysis, dramaturgical study and director's vision
 - Write or devise a short original play that conforms to the dramatic structure of one theatrical genre with a clear beginning, middle, and end.
 - Direct a scene from a published or original work demonstrating suitable script analysis and clear visual aesthetics.

Suggested Contemporary Monologues

- Moving Parts by Nina by Shengold and Eric Lane
- The Actor's Book of Contemporary Stage Monologues by Nina Shengold
- Duo!: The Best Scenes for Two for the 21st Century by Rebecca Dunn Jaroff , Bob Shuman, Joyce E. Henry
- Play the Scene: The Ultimate Collection of Contemporary and Classic Scenes and Monologues by Michael Schulman, Eva Mekler

[The Most Popular High School Plays and Musicals](#)

[Glossary of Terms](#)

- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

Alternative Assessments:

- Analyzing primary source documents on the history of theatre and the cultures of origin.
- Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research
- Use technology to create a presentation on the impact of theatre on specific groups of people and historical events.

[Theatre Performance Rubric](#)

[Sample Assessment 1](#)
[Sample Scoring Guide 1](#)

[Sample Assessment 2](#)
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[Sample Assessment 3](#)

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English Language Learners

- Create visual of common character emotions.
- Display labeled image of stage components.
- Highlight individual speaking parts to provide visual assistance during performance.

Special Education

- Choose time, place, mood or theme to focus on when performing a particular theatrical piece.
- Work with a peer to develop a short theatre performance.
- Highlight individual speaking parts to provide visual assistance during performance.

At-Risk

- Invite parents/guardians to view and/or participate in a theatre performance.
- Break dialogue into smaller pieces.
- Conference with teacher during the acting planning process.

Gifted and Talented

- Compare and contrast performance techniques from two or more theatrical styles and present findings to peers.
- Write and performer longer theatrical works, individually and in collaboration with peers.
- Create an acting resume.

Interdisciplinary Connections:**ELA**

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Integration of Technology Standards NJSL 8:

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

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