

Englewood Public School District
6-8 Theatre
Unit 1: Elements of Theatre

Overview: In this unit, students will gain in-depth understanding of theatrical elements, principles, and conventions as well as develop their acting skills.

Time Frame: Approximately 12 weeks

Enduring Understandings:

- All roles of a production team are valuable and interdependent.
- Adjusting elements of style, setting, music, props, lights, and color integrated with the performers creates a unique aesthetic experience for the audience.
- Knowledge of spatial and sensory awareness, movement, and other techniques establish theatre preparation and warm-up techniques, including strategies for safe and correct use of the voice.
- The status of traditional theatrical roles (including director, stage manager, designers, operators, actors, producers) often dictates hierarchical structure within a production.

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

- How do we respond emotionally to diverse works of theatre?
- How do different components contribute to the overall theatrical performance?
- How do symbolism and metaphor contribute to meaning in the arts?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.1.8.C.4 Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company. 1.4.8.A.2 Identify works of dance, music, theatre, and	Students will: <ul style="list-style-type: none"> • Identify the members of a production team and explain how these roles are interdependent. • Understand how sound and lighting create mood in performance events. • Identify key jobs integral to producing a play (e.g., actor, director, set designer, lighting 	<ul style="list-style-type: none"> • Stage a short scene showcasing different areas of responsibility that are integral to a theatrical production (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.). • Direct a short scene in collaboration that 	<ul style="list-style-type: none"> • PowerPoint: Elements of Drama • Video: Elements of Drama • Elements of Drama Lesson Plan • Glossary of Terms 	<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.”

visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

designer, sound designer, costume designer.) and research the duties and responsibilities of these positions.

- Interpret symbolism and metaphors used in selected theatre masterworks; apply metaphor and symbolism in the creation and performance of an original scene, and interpret symbolism and metaphors used in theatre scenes created by peers.
- Differentiate between “traditional” and non-traditional theatre masterworks and analyze the form, function, craftsmanship, and originality of the work.
- Differentiate among basic formal structures and technical proficiency of artists in peer and professional theatrical productions as well as use rubrics and scoring guides to evaluate the effectiveness of a theatre work.

demonstrates a directorial vision and choices.

- Research various theatre personnel, their responsibilities, the skills and training that go into the position, and how they work collaboratively to make a theatre production.
- Identify and discuss symbols and symbolism in a selected design.
- View and evaluate productions with regard to the design and production elements.

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

Sample Assessments

- [Sample Assessment #1](#)
- [Sample Assessment #2](#)
- [Sample Assessment #3](#)

Sample Scoring Guides

- [Sample Scoring Guide #1](#)
- [Sample Scoring Guide #2](#)
- [Sample Scoring Guide #3](#)

Alternative Assessments

- Journal entries
- Self reflection – Mapping ones journey
- Pair-share
- Peer evaluation and observation
- Lesson task checklist
- Performance task checklist

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

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

- Create a word wall with key theatre terms/vocabulary.

Special Education

- Create a visual identifying the elements of theatre.
- Create a picture dictionary of theatre terminology.
- Provide alternative response choices to questions on the elements of theatre.

At-Risk

- Incorporate student choice in activities.
- Use a graphic organizer to categorize elements of theater.
- Repeat directions as needed.

Gifted and Talented

- Create and lead the class in a theatre games, activities, or process drama techniques.

Interdisciplinary Connections:

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:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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
6-8 Theatre
Unit 2: History of the Arts and Culture

Overview: In this unit, students will study selected theatrical material as well as identify and categorize historical/cultural heritages and theatrical conventions.

Time Frame: Approximately 12 weeks

Enduring Understandings:

- Actors can draw on personal experiences, culture, literature, and history to create drama and improvisations, and assume roles within dramatizations.
- Directors ensure that historical and cultural components, theatrical traditions and conventions, and technical aspects of production are consistent with the intent of the playwright.
- Cultural references and relationships are embedded within scripted scenes and influence and inspire character development.

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

- How does theatre influence life and life influence theatre over time?
- In what ways do we see the origins of theatre still present in more modern drama?
- How does theatre influence society?
- How does society influence theatre?
- How do past and contemporary works differ in the ideas and events they represent?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual	Students will: <ul style="list-style-type: none"> • Articulate the cultural, historical, and social context of their original work and a clear statement of theme. • Identify major movements and periods in history, recognizing that theatre reflects the society and culture of its time. 	<ul style="list-style-type: none"> • Contrast and compare one major Western and one non-Western type of theater, recognizing similarities in intended purpose and performance style, such as an ancient Greek arena and Vietnamese water puppets. 	<ul style="list-style-type: none"> • Video: What is Theatre? • A Cultural History of Theatre by Jack Watson and Grant McKernie • History of the Theatre by Oscar Gross Brockett and Franklin J Hildy 	<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.”

art that were caused by the creation of new technologies.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4 Compare and contrast changes in the

- Describe and discuss a written text or live performance in terms of social, historical and cultural context.
- Identify and articulate the cultural and historical components of the work and how these components create a particular world of behaviors.
- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. Create and perform in stylistically nuanced scene work from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play.
- Categorize historical innovations in Western and non-Western theatre history up to and including the early 20th century that stemmed from the creation of new technologies.
- Distinguish ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions.

- Compare and contrast early theatrical texts to contemporary performances
- Use online and video resources to research and guide the creation of a project that examines Greek, Roman or early non-Western theatre
- Research and write a profile of a NYC theatre, including the performance history, architecture, as well as the historical, social and political context of when the theatre was built.
- Plan and improvise plays based on personal experience, heritage, imagination, literature, and history for informal and formal theater.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
- Create and perform a theatre piece using masks from a chosen

- [Glossary of Terms](#)

- 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.

accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

- Apply characteristics of various Western and non-Western theatrical traditions to scene work that emulates theatre of various and diverse eras and cultures up to and including the 21st century.
- Collaborate to write a short play based on a historical era or tradition (e.g., Greek, Commedia Dell'Arte).
- Collaborate to write a short play based on a historical or current event.

Sample Assessments

- [Sample Assessment #1](#)
- [Sample Assessment #2](#)
- [Sample Assessment #3](#)

Sample Scoring Guides

- [Sample Scoring Guide #1](#)
- [Sample Scoring Guide #2](#)
- [Sample Scoring Guide #3](#)

Integration of 21st Century Standards NJSL 9:

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

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 <ul style="list-style-type: none"> • Use sentence/paragraph frames to assist with writing reports. • Create a word 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. 	Special Education <ul style="list-style-type: none"> • Use sentence/paragraph frames to assist with writing reports. • Create a word wall with cultural theatre names/vocabulary. • Utilize graphic responses in journals. • Provide extended time for written responses and reports. 	At-Risk <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. 	Gifted and Talented <ul style="list-style-type: none"> • Create an original play based on the cultural themes and theatre elements of a particular style. • Incorporate multiple types of resources, including text, video, interviews, etc., into a report on an actor or playwright from specific time period or culture.
Interdisciplinary Connections: 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: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.D.4 Assess the credibility and accuracy of digital content.			
Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			

Englewood Public School District
6-8 Theatre
Unit 3: Performance

Overview: In this unit, students will plan a dramatization, take part in its production, and discuss the results. Students will study characterization to expand the definition of characters.

Time Frame: Approximately 12 weeks

Enduring Understandings:

- Theatre artists acquire skills in creative thinking, which allows them to exercise flexibility when making decisions and creating worlds through imagination.
- The arts demand learning to reach beyond one’s perceived capacities by taking creative risks.
- Theatre artists use curiosity, questioning, observations, experiences, and problem solving to generate ideas, concepts, and feelings that shape a work of theatre.
- Theatre artists explore playfully without a preconceived plan.
- Characterization results from careful analysis of roles and incorporates appropriate vocal delivery, movement, costuming, and makeup.
- Improvising dramatizations include plot, characterization, and setting.

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

- Why is it important to create a personality and a background for a character?
- How do posture, breathing, and voice control affect a presentation?
- How do movements, gestures, and expressions help improve and support a scene?
- How do performers use vocal techniques to communicate meaning and character?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. 1.1.8.C.3 Differentiate among vocal rate, pitch,	Students will: <ul style="list-style-type: none"> • Define “believability” by identifying common traits of believable performances. • Differentiate between a character’s actions, intentions and internal dialogue as well as apply 	<ul style="list-style-type: none"> • Create appropriate physical gestures and facial expressions that align to a character. • Participate in group exercises, drills, improvisations and theater games. 	Suggested Plays <ul style="list-style-type: none"> • The Effect of Gamma Rays On Man-in-the-Moon Marigolds by Paul Zindel • Our Town by Thornton Wilder • A Thousand Cranes by Kathryn Schultz Miller 	<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

and volume, and explain how they affect articulation, meaning, and character.

1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.

1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

these distinctions to the portrayal of a character.

- Analyze scripted scenes to determine how a character's objectives change throughout a scene and how his or her tactics and subtext change within a scene in response to the actions of other characters. Apply the analysis to the portrayal of characters in a performance.
- Maintain focus and concentration in order to sustain improvisations, scene work and performance.
- Use distinct physical, vocal and emotional choices, to build a believable, multi-dimensional character and perform a scene and/or monologue within the context of two different genres. Compare and contrast the stylistic choices in each scene.
- Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and performances.
- Use the body and voice expressively in theater exercises, improvisations,

- Rehearse and perform a scene in front of others.
- Research and portray a character, using at least one appropriate costume piece, prop, gesture, need and physical shape.
- Provide feedback to scenes performed by peers in the “director’s voice,” noting character choices, vocal projection and stage pictures.
- Demonstrate physical and vocal warm-ups used as preparation for rehearsal and performance.

- Step on a Crack by Susan Zeder
- Getting Near to Baby by Y. York
- Wiley and the Hairy Man by Susan Zeder
- Still Life with Iris by Steven Dietz
- Selkie: Between Land and Sea by Laurie Brooks

[Glossary of Terms](#)

newspapers, theatre resources and performance “notes.”

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

Sample Assessments

- [Sample Assessment #1](#)
- [Sample Assessment #2](#)
- [Sample Assessment #3](#)

Sample Scoring Guides

- [Sample Scoring Guide #1](#)
- [Sample Scoring Guide #2](#)
- [Sample Scoring Guide #3](#)

Alternative Assessments

- Journal entries
- Self reflection – Mapping ones journey
- Pair-share
- Peer evaluation and observation
- Lesson task checklist

	scene work and performances. <ul style="list-style-type: none"> • Use theatrical improvisation, both short and long form, as a means of exploring character development (from a physical, vocal and emotional standpoint) while also focusing on objectives and tactics. 	<ul style="list-style-type: none"> • Performance task checklist
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------

Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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 <ul style="list-style-type: none"> • Create visual of common character emotions. • Display labeled image of stage components. 	Special Education <ul style="list-style-type: none"> • Choose time, place, mood or theme to focus on when performing a 	At-Risk <ul style="list-style-type: none"> • Invite parents/guardians to view and/or participate in a theatre performance. 	Gifted and Talented <ul style="list-style-type: none"> • Compare and contrast performance techniques from two or more theatrical styles and present findings to peers.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> Highlight individual speaking parts to provide visual assistance during performance. 	<ul style="list-style-type: none"> particular theatrical piece. Work with a peer to develop a short theatre performance. Highlight individual speaking parts to provide visual assistance during performance. 	<ul style="list-style-type: none"> Break dialogue into smaller pieces. Conference with teacher during the acting planning process. 	<ul style="list-style-type: none"> Write and performer longer theatrical works, individually and in collaboration with peers.
----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------

Interdisciplinary Connections:

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:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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.