

Winslow Township 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.

Overview	Standards for Theatre Content	Unit Focus	Essential Questions
<p><u>Unit 1</u></p> <p>Elements of Theatre</p>	<ul style="list-style-type: none"> • 1.4.8.Cr2b • 1.4.8.Cr2a • 1.4.8.Re8a • 1.4.8.Re8b • 1.4.8.Re9c • 1.4.8.Cn11a 	<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 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. 	<ul style="list-style-type: none"> • 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?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • 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. 		

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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Elements of Theatre	1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.	2	12
	1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.	2	
	1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.	2	
	1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.	2	
	1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.	2	
	1.4.8.Cn11a	Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.	1	
	Assessment, Re-teach and Extension		1	

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Content Statement	Indicator #	Indicator
Theatre artists work to discover different ways of communicating meaning.	1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
Theatre artists work to discover different ways of communicating meaning.	1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.	1.4.8.Cn11a	Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

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Assessment Plan

- Quarterly Assessment: Performance- Based

Teacher Observation

- Use a variety of vocal tones and breathe control to create a character's feelings and mood.
- Use basic analysis skills to perform a character within a scene.
- Performance rubrics
- Performance task checklist
- [Arts Achieve Performance Assessments](#)
- [Arts Assessment for Learning](#)

Rubric

[Sample Assessment & Rubric 1:Gr6-8](#)

[Sample Assessment & Rubric 3:Gr6-8](#)

[Sample Assessment & Rubric 4:Gr6-8](#)

Alternative Assessments:

- Analyzing primary source documents on the history of theatre in various cultures.
- Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research.
- Use technology to create a presentation
- Evaluate informal in- class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

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Resources	Activities
<ul style="list-style-type: none">• PowerPoint: Elements of Drama• Video: Elements of Drama• Elements of Drama Lesson Plan• Glossary of Terms• Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/	<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 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.

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Instructional Best Practices and Exemplars

- | | |
|---|--|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, And Preparation and Training
9.4 Life Literacies and Key Skills**

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. 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 Dance curriculum.

- 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.

Modifications for At-Risk Students

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 will be made available with a certified instructor to aid students in reaching the standards.

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

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 6-8 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening<input type="checkbox"/> Speaking<input type="checkbox"/> Reading<input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>This particular unit has limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned theatre terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board.</p> <ul style="list-style-type: none">• Speak and display terminology and movement• Teacher modeling• Peer modeling• Develop and post routines• Label theatre and classroom materials• Word walls	<p>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 pieces. In addition, the following can be utilized:</p> <ul style="list-style-type: none">• Create and lead the class in a theatre games, activities, or process drama techniques.• Curriculum compacting• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons• Interest based content• Real world scenarios• Student Driven Instruction <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy❖ REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections

ELA:

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.

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Integration of Computer Science and Design Thinking

8.2.8.ED.2 Identify the steps in the design process that could be used to solve a problem

8.2.8.ED.3 Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch

8.2.8.ITH.4 Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact

8.2.8.ETW.3 Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact