

Winslow Township 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.

Overview	Standards for Theatre Content	Unit Focus	Essential Questions
<u>Unit 3</u> Performance	<ul style="list-style-type: none"> • 1.4.8.Cr2a: • 1.4.8.Cr3c • 1.4.8.Cr3a • 1.4.8.Pr4a • 1.4.8.Cr3b 	<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 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, scene work and performances. • 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"> • 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?
<i>Unit 2: Enduring Understandings</i>	<ul style="list-style-type: none"> • 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. 		

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Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3: Performance	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	12
	1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.	3	
	1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.	3	
	1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.	2	
	1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.	1	
	Assessment, Re-teach and Extension		1	

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Unit 3 Grade 6-8		
Content Statement	Indicator #	Indicator
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 refine their work and practice their craft through rehearsal.	1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
Theatre artists refine their work and practice their craft through rehearsal.	1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
Theatre artists develop personal processes and skills for a performance or design.	1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
Theatre artists refine their work and practice their craft through rehearsal.	1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.

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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
<p>Suggested Plays</p> <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• 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 <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<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.• 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.

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Instructional Best Practices and Exemplars

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|---|--|
| 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.
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.

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.
- 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.

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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• Create visual of common character emotions.• Display labeled image of stage components.	<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• 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. <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

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