

**Winslow Township 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.

Overview	Standards for Theatre Content	Unit Focus	Essential Questions
<p><a href="#">Unit 3</a></p> <p><b>Performance</b></p>	<p>1.4.12adv.Cr1a</p> <p>1.4.12acc.Cr2b</p> <p>1.4.12adv.Pr4a</p>	<ul style="list-style-type: none"> <li>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, political, historical circumstances of the play.</li> <li>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.</li> <li>Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context.</li> <li>Ascertain the aesthetic of a theatrical production based on the technical production and performance values.</li> </ul>	<ul style="list-style-type: none"> <li>How do your personal experiences affect your script writing?</li> <li>How can writing a script help an actor understand himself/herself and others or the world around them?</li> <li>How do actors utilize a script to initiate character development?</li> <li>What is the artist’s intent?</li> <li>What makes a theatre work unique?</li> </ul>
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>Live and recorded performances of technical theatre can communicate meaning to an audience.</li> <li>Developing skills, self-discipline, and artistic expertise are necessary to achieve success.</li> <li>Continuous evaluations tie original intent to the final product.</li> <li>Rewriting scripts can establish foundations for future theatrical endeavors.</li> </ul>		

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Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 3: Performance</b>	1.4.12adv.Cr1a	Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.	3	12
	1.4.12acc.Cr2b	Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.	3	
	1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.	3	
	Assessment, Re-teach and Extension		2	

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Unit 3 Grade 9-12		
Content Statement	Indicator #	Indicator
Theatre artists rely on intuition, curiosity and critical inquiry.	1.4.12adv.Cr1a	Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
Theatre artists work to discover different ways of communicating meaning	1.4.12acc.Cr2b	Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
Theatre artists develop personal processes and skills for a performance or design.	1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.

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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](#)

[Sample Assessment & Rubric 1:Gr9-12](#)

[Sample Assessment & Rubric 3:Gr9-12](#)

[Sample Assessment & Rubric 4:Gr9-12](#)

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"><li>• Eugene O’Neill - Ah, Wilderness</li><li>• Arthur Miller - The Crucible</li><li>• Tennessee Williams - The Glass Menagerie</li><li>• August Wilson - Fences</li><li>• Anton Chekhov - The Cherry Orchard</li><li>• Henrik Ibsen - A Doll’s House</li></ul> <p>Suggested Contemporary Monologues</p> <ul style="list-style-type: none"><li>• Moving Parts by Nina by Shengold and Eric Lane</li><li>• The Actor’s Book of Contemporary Stage Monologues by Nina Shengold</li><li>• Duo!: The Best Scenes for Two for the 21st Century by Rebecca Dunn Jaroff , Bob Shuman, Joyce E. Henry</li><li>• Play the Scene: The Ultimate Collection of Contemporary and Classic Scenes and Monologues by Michael Schulman, Eva Mekler</li></ul> <p><a href="#">The Most Popular High School Plays and Musicals</a></p> <p><a href="#">Glossary of Terms</a></p> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"><li>• Design a character’s makeup and costume using information from the script, historical contexts and other appropriate sources to inform the design.</li><li>• Create a set design (ground plan) for a scene based on a script analysis, dramaturgical study, and director’s vision that includes a justified use of three- dimensional space.</li><li>• 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</li><li>• Write or devise a short original play that conforms to the dramatic structure of one theatrical genre with a clear beginning, middle, and end.</li><li>• Direct a scene from a published or original work demonstrating suitable script analysis and clear visual aesthetics.</li></ul>

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#### Unit 3: Performance

#### 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

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

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.

- 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.

- 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: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Listening</li><li><input type="checkbox"/> Speaking</li><li><input type="checkbox"/> Reading</li><li><input type="checkbox"/> Writing</li><li><input type="checkbox"/> Oral Language</li></ul> <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"><li>• Use sentence/paragraph frames to assist with writing reports.</li><li>• Create a world wall with cultural theatre names/vocabulary.</li><li>• Create visual of common character emotions.</li><li>• Display labeled image of stage components.</li><li>• Highlight individual speaking parts to provide visual assistance during performance.</li></ul>	<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"><li>• Compare and contrast performance techniques from two or more theatrical styles and present findings to peers.</li><li>• Write and performer longer theatrical works, individually and in collaboration with peers.</li><li>• Create an acting resume.</li></ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"><li>❖ <a href="#">Gifted Programming Standards</a></li><li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li><li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li></ul>



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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.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

**Integration of Computer Science and Design Thinking**

**8.1.12.CS.1** Describe ways in which integrated systems hide underlying implementation details to simplify user experiences

**8.1.12.IC.1** Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

**8.1.12.IC.3** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

**8.2.12.ED.1** Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.