

**Belvidere Cluster Wide
Theater Curriculum
Grades 6-8
Updated November, 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

ELA:

NJLSA.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.

NJLSA.SL2.

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

NJLSA.W4.

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

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.5.A.1

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

8.1.5.E.1

Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

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 EDUCATION
(NJDOE CTE Clusters)**

- Architecture & Construction
- Arts, A/V Technology & Communications
- Education & Training
- Hospitality & Tourism
- Information Technology
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

- CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence

Integrated Accommodations and Modifications

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

ELL

- Create a word wall with key theatre terms/vocabulary.
- 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.
- Create visual of common character emotions.
- Display labeled image of stage components.
- Highlight individual speaking parts to provide visual assistance during performance.

At Risk

- Repeat directions as needed.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time.
- Teachers may modify instructions by modeling what the student is expected to do.
- Instructions may be printed out in large print and hung up for the students to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given
- Incorporate student choice in activities.
- Use a graphic organizer to categorize elements of theater.
- 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.
- Break dialogue into smaller pieces.
- Conference with teacher during the acting planning process.

Gifted and Talented

- Create and lead the class in a theatre games, activities, or process drama techniques.
- Create an original play based on the cultural themes and theatre elements of a particular style.

- Incorporate multiple types of resources, including text, video, in
- Compare and contrast
- performance techniques from two or more theatrical styles and present findings to peers. terviews, etc., into a report on an actor or playwright from specific time period or culture.
- Write and performer longer theatrical works, individually and in collaboration with peers.

504

- 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.
- Utilize modifications and accommodations delineated in the student's 504 Plan.
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement).
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time.
- 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.
- 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.
- Work with a peer to develop a short theatre performance.
- Highlight individual speaking parts to provide visual assistance during performance.
- Choose time, place, mood or theme to focus on when performing a particular theatrical piece.

Unit #1, Theatre Elements, Grades 6-8

Content Area: **Theater**
Course(s): **Theater**
Length: **100 days**
Status: **Published**

Enduring Understanding

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

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?

New Jersey Student Learning Standards

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

Student Learning Objectives

- 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 and research the duties and responsibilities of those positions
- 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.

Instructional Activities

- 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 that position, and how they work cooperatively to make a production
- View and evaluate productions with regard to the design and elements.

Texts and Resources

Elements of Drama Video <https://www.youtube.com/watch?v=SGmgLVHfaY4>
Characters, Plot, Setting and Symbolism
<https://study.com/academy/lesson/elements-of-drama-characters-plot-setting-symbolism.html>

Assessment

**Use of NJ Model Curriculum assessment rubrics

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Journal entries
Self-reflection
Think-Pair-Share
Peer evaluation
Performance tasks

Unit #2, History, Grades 6-8

Content Area: **Theater**
Course(s): **Theater**
Length: **80 days**
Status: **Published**

Enduring Understanding

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

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?

New Jersey Student Learning Standards

VPA 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.
VPA 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.
VPA 1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA 1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA 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.
VPA 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.

Student Learning Objectives

- 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.
- 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.

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

Instructional Activities

- 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.
- Collaborate to write a short play based on a historical or current event.

Texts and Resources

Youtube - what is theater? <https://www.youtube.com/watch?v=sNWrOuwzax8>

Theatre history - <https://www.fragrancex.com/fragrance-information/theater-history-resources.html>

<http://www.videoccasions-nw.com/history/theatrer.html>

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