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12		32	
13		33	
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16		36	
17		37	
18		38	
19		39	
20		40	

Time Frame	2 weeks (ongoing as needed)
Topic	
Basic Stage Information and Terminology (Focus on stage directions and becoming comfortable on stage)	
Essential Questions	
<ul style="list-style-type: none">● What ways can actors overcome stage fright?● How do actors use stage direction?● What are the benefits from studying creative drama?● Who are the involved members in the production of a play?	
Enduring Understandings	
<ul style="list-style-type: none">● Actors overcome stage fright by practicing physical and mental exercises that control breathing to reduce anxiety on stage.● Actors use stage direction through stage terminology, stage positions, and abbreviations used for script notations to help the actor move systematically on stage.● Studying creative drama helps one to be observant, use their imagination, have a soft focus, foster public speaking, and build confidence.● Some of the involved members in the production of a play include, but are not limited to: the actors, producer, director, costume designer, scene designer, stage manager, lighting and sound designer.	
Alignment to NJCCCS	
Visual and Performing Arts: 1.1.8.C.2, 1.1.8.C.3, 1.1.8.C.4 Visual and Performing Arts: 1.3.8.A.1 Visual and Performing Arts: 1.3.8 C.1, 1.3.8 C.2, 1.1.8.C.4 ELA Speaking and Listening: SL.6.1	
Key Concepts and Skills	
Students will: <ul style="list-style-type: none">● participate in team and trust building exercises and develop confidence.● develop focus and concentration skills.● use breathing and stage voice exercises.● identify areas of a stage.● use basic stage terminology.● follow class procedures and expectations; work as a team and build a soft focus and concentration skills.● use a stage voice; articulation, diction, and projection.● determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.	

Learning Activities

Lessons will include, but are not limited to the following:

- Engage and participate in the exercise “Knots.”
- Engage and participate in the exercise “Count down.”
- Engage and participate in the “Name Game.”
- Engage and participate in “Mirrors.”
- Engage and participate in other exercises from the book Theatre Games for the Classroom: A Teacher’s Handbook by Viola Spolin.

Assessments

- Teacher will evaluate students’ scenes using a rubric and giving verbal feedback.
- Students will evaluate one another using constructive criticism.
- Students will complete a self-critique of performances.

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Social Studies: use various historical situations, as a spring board, for improvisational scenes.
- English Language Arts: use various pieces of literature, as a springboard, for improvisational scenes.

Technology

Use Chromebooks, ELMO, data projector, Internet, and Smart Board, when available, to enhance learning environment.

Time Frame	4 weeks
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Topic

Improvisation

Essential Questions

- What is a pantomime performance?
- What is the meaning, purpose, and benefits of improvisation?
- What is an improvisational performance in theatre?

Enduring Understandings

- Pantomime performance is the art of communicating non-verbally by using extravagant gestures and facial expressions.
- The meaning, purpose, and benefits of improvisation are that one will learn to react spontaneously and become more aware of one's space through observation, a heightened concentration, and imagination.
- An improvisational performance in theatre is when performers come together and work as an ensemble to develop and present a scene that has a beginning, middle, and end.

Alignment to NJCCCS

Visual and Performing Arts: 1.1.8.C.2 , 1.1.8.C.3

Visual and Performing Arts: 1.3.8.C.1, 1.3.8.C.2

Reading Standards for Literature: RL.6.2, RL.6.3, RL.6.10

ELA Speaking and Listening: SL.6.1

Key Concepts and Skills

Students will:

- demonstrate appropriate performance behavior as a participant and/or listener.
- exhibit respect for the contributions of self and others in a theatre performance.
- practice pantomime exercises.
- distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
- participate in various Improv's and warm up exercises.
- present Improv scenes that have a clear beginning, middle, and end.
- define and present Improv scenes with a character and objective in mind.
- practice appropriate audience manners.
- practice the activity of being a statue by depicting various subjects matters.
- distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and

storytelling.

Learning Activities

- Participate and engage in various planned Improvisations.
- Participate and engage in the improvisational activity “Silent Scene.”
- Participate and engage in the improvisational activity “Character/Emotional Walk.”
- Participate and engage in the improvisational activity “Freeze and Justify.”
- Participate and engage in the improvisational activity “Gibberish.”
- Participate and engage in the improvisational activity “Taxi.”
- Participate and engage in the improvisational activity “First Line.”
- Participate and engage in various exercises from Viola Spolin’s: Theatre Games for the Classroom: A Teacher’s Handbook.

Assessments

- Teacher will evaluate students’ scenes using a rubric and giving verbal feedback.
- Students will evaluate one another using constructive criticism.
- Students will complete a self-critique of performances.

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Social Studies: use various historical situations, as a spring board, for the improvisational scene.
- English Language Arts: use various pieces of literature, as a springboard, for improvisational scenes.

Technology

Use Chromebooks, ELMO, data projector, Internet, and Smart Board, when available, to enhance learning environment.

Time Frame

4 weeks

Topic

Scene Study (Monologues and Duets)

Essential Questions

- What is the point of creating drama?
- What is proper audience etiquette?
- What is the purpose of critiquing a scene?
- What does it mean to develop a character's internal and external personal skills in theatre?

Enduring Understandings

- The point of creating drama is to foster meaning and evoke an emotional response from the people who view it, as well, as those who perform it.
- Proper audience etiquette or being a “good audience member” is one who listens attentively, applauding when appropriate, and showing respect for the performers on stage.
- The purpose of critiquing a scene is the critical process of observing, analyzing, interpreting, and evaluating the actor's level of success at being effective at portraying the content of the scene.
- When developing a character's personal skills, one expressively uses the body and voice, develops sensory awareness, and personal creativity.

Alignment to NJCCCS**Visual and Performing Arts: 1.1.8.C.1, 1.1.8.C.2, 1.1.8.C.3****Visual and Performing Arts: 1.2.8.A.2, 1.2.8.A.3****Visual and Performing Arts: 1.3.8.C.1, 1.3.8.C.2****Visual and Performing Arts: 1.4.8.A.1, 1.4.8.A.3, 1.4.8.A.5****Reading Standards for Literature: RL.6.2, RL.6.3, RL.6.4 ,RL.6.5, RL.6.10****ELA Speaking and Listening: SL.6.1****Key Concepts**

Students will:

- choose a monologue or a literary piece with a partner (duet). Piece can be a dramatic interpretation of literature, storytelling, or humorous interpretation of literature.
- demonstrate acting skills independently (monologue) or with a partner (duet) through rehearsing and presenting a short scene in front of an audience.
- demonstrate acting skills by using movements and gestures.
- demonstrate acting skills by using vocal projection, diction, inflection, and articulation.
- demonstrate acting skills by portraying a character other than themselves.
- maintain concentration on an imaginary situation by staying in character.

- work collaboratively to analyze a short scene and/or script.
- demonstrate basic stage positions, movement, and stage business in a presentation.
- demonstrate appropriate performance behavior as a participant and/or listener.
- exhibit respect for the contributions of self and others in a theatre performance.
- demonstrate appropriate audience behavior for the context and style of theatre performed.

Learning Activities

- Students will choose a short scene, either being a monologue or as a duet. The piece can be a dramatic or humorous interpretation of literature or storytelling.
- Students will memorize the scene and block movement of the play.
- Students will record individual blocking in script.
- Students will memorize assigned line and cues.
- Students will rehearse daily and perform the scene in front of the class.

Assessments

- Teacher will evaluate students' scenes using a rubric and giving verbal feedback.
- Students will evaluate one another using constructive criticism.
- Students will complete a self-critique of performances.

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

- Social Studies: use various historical accounts, such as Orphan Train, to act out scenes.
- English Language Arts: use various pieces of literature, such as "Eleven," by Sandra Cisneros, to act out scenes.

Technology

Use Chromebooks, ELMO, data projector, Internet, and Smart Board, when available, to enhance learning environment.