

# GREEN TOWNSHIP SCHOOL DISTRICT



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**Content Area: Performing Arts**

**Course/Grade Level: Grade 6-8**

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**Curriculum Committee Members:**

Diana Minervini

**Principal:**

Jon Paul Bollette

**Board Approval Date:**

8/24/22

## **Performing Arts (Theater) Curriculum Grades 6-8**

### **Mission:**

- To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

### **Vision:**

- All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:
  - Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
  - Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
  - Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
  - Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.
- The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theater, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

## Performing Arts (Theater) Curriculum Grades 6-8

### Key Performance and Benchmark Tasks/Assessments

#### **Resources for help in creating assessments**

Students will be assessed across the units and year in a variety of ways. Formative assessments will be used to gauge student understanding during the course of instruction. Summative assessments will be given to gauge student understanding of concepts or units. Benchmark assessments will gauge understanding of multiple standards at set points during the year. Alternative assessments will be available as needed depending on a student's IEP, 504 or other reason as determined by the teacher.

#### **Resources for help in creating assessments**

[https://carla.umn.edu/assessment/vac/CreateUnit/p\\_1.html](https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html)

#### **Assessments other than paper & pencil tests See link for more info:**

[http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

#### **Formative assessments:**

##### **Formative assessments:**

Teachers use formative assessment techniques throughout the process of teaching a lesson or unit of study to gauge student understanding and comprehension of skills and concepts. These check-in assessments help the teacher determine next steps for instruction.

Examples may include:

- Observations of students engaged in class activities.
- Anecdotal notes
- Thumbs up/thumbs down

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- Exit slips or tickets

### Summative Assessments:

Teachers use summative assessment techniques at the end of a unit of study to determine which concepts or skills students have learned and their level of mastery of those concepts. Summative assessments are usually graded.

Examples may include:

- **Rubrics** built around criteria developed by teachers and/or students.
- **Portfolios** - Student created portfolios that may progress from one grade level to next (e.g. paper; digital using Google Sites)
- **Reflective Journal** – Students could be asked to reflect on their process and performance in a journal used only for that purpose (writing, drawing).
- **Critique (Oral)** – Students could be asked to orally critique a piece of drama in order to demonstrate their understanding of dramatic conventions, performance techniques, or themes.
- **Presentation (group or individual)** – Students could be asked to present on a drama topic, or presentation could be used as part of a performance. Students could take time to introduce or debrief a performance in a presentation format in order to show that their depth of understanding extends beyond the performance itself.
- **Creative Work** – Students could be asked to produce any number of creative works, including: diagrams, photographs, costume designs, theater make-up displays, sound effects (live foley or electronic), original music, original reviews of drama work, or lighting and set designs.
- **Demonstration** – Students could be asked to plan and give a demonstration of a particular set of drama skills or drama knowledge. Demonstration could be of a practical and/or creative nature.
- **Performance** – Students could be asked to perform a work of drama in front of an audience so that they can demonstrate their skills and understanding in a real-time, live situation.
- **Recorded Work** – Students could be asked to create videos or performances designed specifically for the medium of video (flipgrid, etc.)

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- **Student Negotiated Assessment** – Students could be asked to help develop an assessment that will allow them to demonstrate their abilities, knowledge and understanding of drama topics. This assessment is likely to be a hybrid of the other summative assessment types.

### Benchmark Assessments:

- Teacher-created benchmark assessments to be given periodically during the year.

### Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - [Modifications & Accommodations Menu](#)
  - *Assessments other than paper & pencil tests See link for more info:*  
[http://education.qmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

## Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with *ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students*.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.

[Modifications & Accommodations Menu](#)

## Additional Resources for to Support Planning & Instruction

## Performing Arts (Theater) Curriculum Grades 6-8

- NJDOE 2020 Visual & Performing Arts Standards Document
- <https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-VPA.pdf>
- Deasy, R. J. (Ed.). (2002). *Critical links: Learning in the arts and student academic and social development*. Washington, DC: Arts Education Partnership.
- National Coalition for Core Arts Standards. (2014). *National Core Arts Standards: Theatre, Grades PreK to 12*. National Coalition for Core Arts Standards.
- 
- Sun, Ping-Yun. *Using Drama and Theater to Promote Literacy Development: Some Basic Classroom Applications*. Archived 2008-06-13 at the [Wayback Machine](#) Indiana University website.
- 
- [Drama Ideas \\_ Reading Rockets PDF](#)
- [SEL Reading List to launch drama ideas](#)

[Using Drama and Theater to Promote Literacy Development\\_ Some Basic Classroom Applications](#)

### Websites:

- [21 Creative Role Play Activities for Your Child](#)
- [24 Pretend Play Ideas](#)
- [The Importance of Pretend Play](#)
- [List of Imaginative Play ideas](#)
- [Role Play ideas and information](#)
- [Drama Games and Activities for Kids](#)
- Games to help develop Social-Emotional Learning (See [link](#))

## Performing Arts (Theater) Curriculum Grades 6-8

G6 Unit 1: Elements of Drama	Pacing:13 classes
<b>Unit Summary:</b> Students will learn about the Elements of Drama and how they are used to create a story	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are the Elements of Drama?</li> <li>2. What are the technical elements of Drama?</li> <li>3. Is each element used in theater?</li> <li>4. How do different components contribute to the overall theatrical performance?</li> <li>5. How do symbolism and metaphor contribute to meaning in the arts?</li> </ol>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The Elements of Drama are essential to a successful theater production and story creation.</li> <li>• All roles of a production team are valuable and interdependent.</li> <li>• Adjusting elements of style, setting, music, props, lights, and color integrated with the performers creates a unique aesthetic experience for the audience.</li> <li>• Knowledge of spatial and sensory awareness, movement, and other techniques establish theater preparation and warm-up techniques, including strategies for safe and correct use of the voice.</li> <li>• The status of traditional theatrical roles (including director, stage manager, designers, operators, actors, producers) often dictates hierarchical structure within a production.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<ul style="list-style-type: none"> <li>• 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</li> <li>• 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the elements of drama and the technical elements of drama</li> <li>• Identify the elements used in different plays</li> <li>• Imagine how to use elements in their own productions</li> <li>• Use technical elements in class</li> </ul>	Imagine Envision Examine Incorporate Analyze Critique

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<ul style="list-style-type: none"> <li>• 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</li> <li>• 1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theater work.</li> <li>• 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theater production.</li> <li>• 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.</li> <li>• 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the elements and how they relate to good storytelling</li> <li>• Demonstrate understanding of the elements by modifying and reflecting on performances</li> </ul>	
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### Interdisciplinary Connections

#### English-Language Arts

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.



## Performing Arts (Theater) Curriculum Grades 6-8

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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.

### **Comprehensive Health & Physical Education**

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

• 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

### **Social-Emotional Competencies & Sub-Competencies:**




- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
- Develop, implement, and model effective problem-solving and critical thinking skills.

## Performing Arts (Theater) Curriculum Grades 6-8

### G6 Unit 1: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plot</li> <li><input type="checkbox"/> Cast of Characters</li> <li><input type="checkbox"/> Setting</li> <li><input type="checkbox"/> Conflict</li> <li><input type="checkbox"/> Dialogue</li> <li><input type="checkbox"/> Act and scenes</li> <li><input type="checkbox"/> Theme</li> <li><input type="checkbox"/> Spectacle</li> <li><input type="checkbox"/> Stage directions</li> <li><input type="checkbox"/> Technical Drama Elements</li> <li><input type="checkbox"/> Scenery</li> <li><input type="checkbox"/> Lighting</li> <li><input type="checkbox"/> Sound</li> <li><input type="checkbox"/> Costume</li> <li><input type="checkbox"/> Props</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying the Elements of Theater in a variety of productions</li> <li><input type="checkbox"/> Identifying the Technical Elements of Theater in a variety of productions</li> <li><input type="checkbox"/> Using the elements to enhance their own stories/plays</li> </ul>

### G6 Unit 1: Instructional Materials & Resources

<b>Core Instructional Materials</b> Teacher created materials Lists of Elements	<b>Supplemental Instructional Materials</b>  <ul style="list-style-type: none"> <li> The 5 Elements of Drama</li> <li> Elements of Drama Interactive Lesson for Beginners</li> <li> Technical Elements of Theater</li> </ul> <a href="https://www.amazon.com/Elements-Drama-J-L-Styan/dp/0521092019">https://www.amazon.com/Elements-Drama-J-L-Styan/dp/0521092019</a>
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## Performing Arts (Theater) Curriculum Grades 6-8

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/visual-arts2/arts-overview/glossary/elements-of-drama>

<https://www.youtube.com/watch?v=sNWrOuwzax8>

<https://www.youtube.com/watch?v=mFYs9uZZDvQ>

### G6 Unit 1: Assessments

**Formative assessments:**

- Observation of students engaged in lessons and activities.
- Anecdotal notes

**Summative Assessments:**

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

**Alternative Assessments:**

- Rubrics
- Self-critique/group critique
- *Assessments other than paper & pencil tests* See link for more info: [http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

## Performing Arts (Theater) Curriculum Grades 6-8

### Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## Grade 6

G6 Unit 2: Character Development	Pacing: 13 classes
<b>Unit Summary:</b> Students will learn how to use their imaginations, voice and body to create believable characters	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>How do theater artists fully prepare a performance or design?</li> <li>How do theater artists use tools and techniques to communicate ideas and feelings?</li> </ol>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Theater artists develop personal processes and skills for a performance or design.</li> <li>Theater artists make choices to convey meaning.</li> </ul>

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<ul style="list-style-type: none"> <li>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</li> <li>1.4.8.Cr2b: Actively contribute ideas and creatively</li> </ul>	<ul style="list-style-type: none"> <li>Create a character</li> <li>Do research on character traits from different cultures</li> <li>Read excerpts from scripts</li> </ul>	Choose Establish Imagine

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<p>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 theater</p> <ul style="list-style-type: none"> <li>● 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theater performance.</li> <li>● 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</li> <li>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.</li> <li>● 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theater work.</li> <li>● 1.4.8.Pr5b: Use various character objectives and tactics in a theater work to identify the conflict and overcome the obstacle.</li> <li>1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience</li> <li>● 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.</li> <li>● 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.</li> <li>● 1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.</li> <li>● 1.4.8.Cn11a: Research the story elements of a staged drama/theater work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in rehearsals</li> <li>● Participate in script reading</li> <li>● Participate in script creating</li> <li>● Decide on physical and vocal traits of characters</li> <li>● Discuss aspects of good storytelling</li> <li>● Research story elements</li> <li>● Review story elements</li> <li>● Review vocal and physical elements of theater</li> </ul>	<p>Rehearse Perform</p>
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### Interdisciplinary Connections

## Performing Arts (Theater) Curriculum Grades 6-8

### English-Language Arts

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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.

## Performing Arts (Theater) Curriculum Grades 6-8

### Comprehensive Health & Physical Education

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

• 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

### Social-Emotional Competencies & Sub Competencies:

- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
- Develop, implement, and model effective problem-solving and critical thinking skills.

### G6 Unit 2: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Characteristics</li> <li><input type="checkbox"/> Believable characters</li> <li><input type="checkbox"/> Motivation</li> <li><input type="checkbox"/> Performance</li> <li><input type="checkbox"/> Aesthetic choices</li> <li><input type="checkbox"/> Personal experience</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating original characters</li> <li><input type="checkbox"/> Recreating existing characters</li> <li><input type="checkbox"/> Storytelling</li> <li><input type="checkbox"/> Story Elements</li> </ul>

# Performing Arts (Theater) Curriculum Grades 6-8

## G6 Unit 2: Instructional Materials & Resources

### Core Instructional Materials

- Teacher created materials

### Supplemental Instructional Materials

<https://www.youtube.com/watch?v=B8vQbXFrVP4>  
<https://www.youtube.com/watch?v=XQuFVjG3uDs>  
<https://www.youtube.com/watch?v=lKH7GMsOtck>  
<https://bulkbookstore.com/curtains-up-theatre-games-and-storytelling-9781555919849>  
<https://www.nyfa.edu/student-resources/how-to-create-a-convincing-character-2/>

## G6 Unit 2: Assessments

### Formative assessments:

- Observation of students engaged in lessons and activities.
- Anecdotal notes

### Summative Assessments:

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

### Alternative Assessments:

- Rubrics
- Self critique/group critique



## Performing Arts (Theater) Curriculum Grades 6-8

- Assessments other than paper & pencil tests See link for more info: [http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

### G6 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## GRADE 7

### G7 Unit 1: Theater History and Physical Theater

**Pacing: 13 classes**

**Unit Summary:** Students will learn about the history of theater from 1000 BC to Elizabethan times. Student will learn about physical theater and how to use their voice and body to effectively create

**Essential Questions:**

- What are the origins of theater?
- What techniques can performers use to create theater?

**Enduring Understandings:**

- There is a long history of theater that dates back to 1000 BC
- Knowledge of physical theater can enhance a performance and self awareness.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>View examples of theater from different time period</li> <li>Work on Physical and vocal traits</li> <li>Rehearse different theater techniques</li> </ul>	Evaluate Analyze Examine Choose

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<ul style="list-style-type: none"> <li>• 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</li> <li>• 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.</li> <li>• 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.</li> <li>• 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.</li> <li>• 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.</li> <li>• 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.</li> <li>• 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.</li> <li>• 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</li> <li>• 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.</li> <li>• 1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.</li> <li>• 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Note personal reactions to theater</li> <li>• Compare aesthetic choices made by production teams</li> <li>• Critique works of theater</li> <li>• Identify telling examples from certain time periods in their theatrical performances</li> <li>• Analyze benefits and impacts from performances</li> </ul>	Rehearse Share Critique Interpret Expand
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## Performing Arts (Theater) Curriculum Grades 6-8

### Interdisciplinary Connections

**Social Studies:**

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

**Visual Art:**

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

**English language**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

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.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

### **Comprehensive Health & Physical Education**

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

• 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

### **Social-Emotional Competencies & Sub Competencies:**

- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.

## Performing Arts (Theater) Curriculum Grades 6-8

- Develop, implement, and model effective problem-solving and critical thinking skills.

### G7 Unit 1: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Aesthetics</li> <li><input type="checkbox"/> Critique</li> <li><input type="checkbox"/> Objective</li> <li><input type="checkbox"/> Personal reaction</li> <li><input type="checkbox"/> Greek theater</li> <li><input type="checkbox"/> Roman Theater</li> <li><input type="checkbox"/> Medieval theater</li> <li><input type="checkbox"/> Comedia dell'arte theater</li> <li><input type="checkbox"/> Elizabethan theater</li> <li><input type="checkbox"/> Mime</li> <li><input type="checkbox"/> Gesture</li> <li><input type="checkbox"/> Status</li> <li><input type="checkbox"/> Proximity</li> <li><input type="checkbox"/> Stance</li> <li><input type="checkbox"/> Movement</li> <li><input type="checkbox"/> Maskwork</li> <li><input type="checkbox"/> Dance</li> <li><input type="checkbox"/> Motif</li> <li><input type="checkbox"/> Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gain an understanding of how theater began</li> <li><input type="checkbox"/> Observe theater from different time periods</li> <li><input type="checkbox"/> Use personal experience to analyze works of theater through critique and personal expression</li> <li><input type="checkbox"/> Use physical theater to better express oneself in life and theater</li> </ul>

### G7 Unit 1: Instructional Materials & Resources

## Performing Arts (Theater) Curriculum Grades 6-8

- **Core Instructional Materials**
- Teacher created materials

### Supplemental Instructional Materials

- <http://images.scholastic.co.uk/assets/a/a6/a5/je1208a2i-inp-121895.pdf>
- <https://seatur.com/blog/overview-theater-history/#:~:text=In%20fact%20C%20the%20history%20of,and%20other%20forms%20of%20entertainment.>
- <https://ifilmthings.com/acting-techniques-actors-must-know/>
- <https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/6>

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### G7 Unit 1: Assessments

#### Formative assessments:

- Observation of students engaged in lessons and activities.
- Anecdotal notes

#### Summative Assessments:

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

#### Alternative Assessments:

- Rubrics
- Self critique/group critique
- *Assessments other than paper & pencil tests See link for more info:* [http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)

## Performing Arts (Theater) Curriculum Grades 6-8

### G7 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## GRADE 7

### G7 Unit 2: Performance and Techniques

**Pacing: 13 classes**

**Unit Summary:** Students will learn about all aspects of a performance from script to stage. Students will also learn about different techniques that will help them present not only in theater, but in the real world. This included The Stanislavski method, method acting, Meisner technique, and Viola Spolin technique.

**Essential Questions:**

1. What are the steps from beginning to end of creating a performance?
2. What jobs are involved in the theater?
3. What techniques are available for students to use to better present themselves in theater and in the real world?

**Enduring Understandings:**

- There are many job opportunity in theater that go way beyond acting, singing and dancing
- There are many steps to get a show from page to stage
- There are theater techniques that can assist in acting as well as in real life

### New Jersey Student Learning Standards

### Student Learning Objectives

### Practices

- 1.4.8.Cr1a: Identify, explore and imagine multiple

- Explore the many jobs in theater

## Performing Arts (Theater) Curriculum Grades 6-8

<p>solutions and strategies in staging problems in theatrical work.</p> <ul style="list-style-type: none"> <li>• 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</li> <li>• 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</li> <li>• 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 theater.</li> <li>• 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</li> <li>• 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.</li> <li>• 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theater production.</li> <li>• 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theater work.</li> <li>• 1.4.8.Pr5b: Use various character objectives and tactics in a theater work to identify the conflict and overcome the obstacle.</li> <li>• 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience</li> <li>• 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.</li> <li>• 1.4.8.Rea: Analyze how personal experiences affect</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about different performance techniques</li> <li>• Work together to create a final performance using the elements of drama</li> <li>• Experiment with different techniques while creating a performance</li> <li>• Generate a variety of ideas, goals and solutions for performances using creative processes such as brainstorming, and improvising</li> </ul>	<p>Imagine Envision Plan Construct Rehearse Critique incorporate</p>
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## Performing Arts (Theater) Curriculum Grades 6-8

<p>artistic choices in a theatrical work.</p> <ul style="list-style-type: none"> <li>• 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theater).</li> <li>• 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.</li> </ul>		
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### Interdisciplinary Connections

#### **Visual Art:**

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.

#### **English language**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## Performing Arts (Theater) Curriculum

### Grades 6-8

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

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.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

#### **Comprehensive Health & Physical Education**

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

## Performing Arts (Theater) Curriculum Grades 6-8

• 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

### **Social-Emotional Competencies & Sub Competencies:**

- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
- Develop, implement, and model effective problem-solving and critical thinking skills.

### G7 Unit 2: Core Unit Content

<i><b>Vocabulary</b></i>	<i><b>Key Concepts</b></i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Stanislavski method</li> <li><input type="checkbox"/> Method acting</li> <li><input type="checkbox"/> Meisner technique</li> <li><input type="checkbox"/> Viola Spolin</li> <li><input type="checkbox"/> Script writing</li> <li><input type="checkbox"/> Dialogue</li> <li><input type="checkbox"/> Story structure</li> <li><input type="checkbox"/> Elements of drama</li> <li><input type="checkbox"/> Technical elements of drama</li> <li><input type="checkbox"/> Tech week</li> <li><input type="checkbox"/> Prop design</li> <li><input type="checkbox"/> Set design</li> <li><input type="checkbox"/> Staging</li> <li><input type="checkbox"/> Blocking</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gain an understanding of the job opportunities in theater</li> <li><input type="checkbox"/> Understand some of the different methods used to create better performances</li> <li><input type="checkbox"/> How to use the elements of drama to create a play</li> <li><input type="checkbox"/> Create believable characters</li> <li><input type="checkbox"/> Use own experiences to enhance a performance</li> </ul>

# Performing Arts (Theater) Curriculum






## Grades 6-8

### G7 Unit 2: Instructional Materials & Resources

- **Core Instructional Materials**

Teacher created materials

- **Supplemental Instructional Materials**

- <https://expressioncity.com/5-acting-techniques-every-actor-should-know/>
-  Physical Theatre Introduction - Full Lesson
-  Acting Tips for Kids
-  Globe to Go: E4: Theatre Jobs (Part 1)
-  Careers in the Theatre
- <https://getintotheatre.org/blog/complete-list-of-jobs-in-theatre-industry>
- <https://www.amazon.com/Page-Stage-Theatre-Designers-Connections/dp/0435070428>
- [https://www.amazon.com/Improvisation-Theater-Directing-Techniques-Performance/dp/081014008X/ref=sr\\_1\\_13?crid=1UKGY1APSYLMR&keywords=theater+techniques&qid=1652190440&s=books&srefix=theater+techniques%2Cstripbooks%2C80&sr=1-13](https://www.amazon.com/Improvisation-Theater-Directing-Techniques-Performance/dp/081014008X/ref=sr_1_13?crid=1UKGY1APSYLMR&keywords=theater+techniques&qid=1652190440&s=books&srefix=theater+techniques%2Cstripbooks%2C80&sr=1-13)
- <https://www.youtube.com/watch?v=wFrbxU3d9js>
- [https://www.wikihow.com/Write-a-Simple-Screenplay-\(for-Kids\)](https://www.wikihow.com/Write-a-Simple-Screenplay-(for-Kids))
-  Introduction to Acting: Facial Expression - Social Skills

### G7 Unit 2: Assessments

**Formative assessments:**

- Observation of students engaged in lessons and activities.
- Anecdotal notes

## Performing Arts (Theater) Curriculum Grades 6-8

### Summative Assessments:

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

### Alternative Assessments:

- Rubrics
- Self critique/group critique
- *Assessments other than paper & pencil tests See link for more info: [http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)*

### G7 Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

## GRADE 8

### G8 Unit 1: Theater History and Improvisation

**Pacing: 13 classes**

**Unit Summary:** Students will learn about the history of theater from 1600- modern times. Students will experiment with different Improvisational activities to help create short plays.

#### Essential Question:

1. How did theater change from 1600- today?

#### Enduring Understandings:

- There is a long history of theater that dates back to 1000 BC

## Performing Arts (Theater) Curriculum Grades 6-8

2. What are the students' personal reactions and opinions to works of theater from different time periods?
3. How can improvisation help students present in theater and in life?

- Improvisation can help students create theater as well as help build social skills and creativity.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<ul style="list-style-type: none"> <li>1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</li> <li>1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</li> <li>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</li> <li>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.</li> <li>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 theater.</li> <li>1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theater performance.</li> <li>1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</li> <li>1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical</li> </ul>	<ul style="list-style-type: none"> <li>View examples of theater from different time period</li> <li>Rehearse different theater techniques</li> <li>Note personal reactions to theater</li> <li>Compare aesthetic choices made by production teams</li> <li>Critique works of theater</li> <li>Identify telling examples from certain time periods in their theatrical performances</li> <li>Demonstrate improv techniques</li> <li>Recognize different theater acting techniques</li> <li>Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.</li> </ul>	<p>Envision Evaluate Choose Rehearse Share Critique Interpret Expand</p>

## Performing Arts (Theater) Curriculum Grades 6-8

<p>performance that assist in the development of stronger character choices.</p> <ul style="list-style-type: none"> <li>• 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theater work.</li> <li>• 1.4.8.Pr5b: Use various character objectives and tactics in a theater work to identify the conflict and overcome the obstacle.</li> <li>• 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience</li> <li>• 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.</li> <li>• 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.</li> <li>• 1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.</li> <li>• 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</li> <li>• 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.</li> <li>• 1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.</li> <li>• 1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.</li> <li>• 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.</li> </ul>		
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## Performing Arts (Theater) Curriculum Grades 6-8

### Interdisciplinary Connections

#### English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.



## Performing Arts (Theater) Curriculum Grades 6-8

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

### **Visual Art**

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

### **Comprehensive Health & Physical Education**

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

## Performing Arts (Theater) Curriculum Grades 6-8

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

• 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

### **Social-Emotional Competencies & Sub Competencies:**

- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
- Develop, implement, and model effective problem-solving and critical thinking skills.

### G8 Unit 1: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Kabuki theater</li> <li><input type="checkbox"/> Restoration theater</li> <li><input type="checkbox"/> American Vaudeville theater</li> <li><input type="checkbox"/> 21 Century Modern theater</li> <li><input type="checkbox"/> Improvisation</li> <li><input type="checkbox"/> Accepting an offer</li> <li><input type="checkbox"/> Advancing</li> <li><input type="checkbox"/> Backstory</li> <li><input type="checkbox"/> Blocking an offer</li> <li><input type="checkbox"/> Endowing</li> <li><input type="checkbox"/> Gibberish</li> <li><input type="checkbox"/> Monologue</li> <li><input type="checkbox"/> Narrative</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Observe the progression of theater through the years</li> <li><input type="checkbox"/> Examine social issues in a particular time period and how the theater addressed the issue</li> <li><input type="checkbox"/> Learn more techniques to create believable characters in theater and literature</li> <li><input type="checkbox"/> Use improvisation to create original stories</li> </ul>

## Performing Arts (Theater) Curriculum Grades 6-8

- ☐ Side coaching
- ☐ Critique

### G8 Unit 1: Instructional Materials & Resources

#### Core Instructional Materials

- Teacher created materials

#### Supplemental Instructional Materials

- [History of theater](#)
- <https://www.youtube.com/watch?v=4ZyApc37lw4>
- <https://www.whatdowedoallday.com/books-about-theater-for-kids/>
- <https://www.knowitall.org/series/history-theater>
- <https://www.theatrefolk.com/blog/improv-games-for-collaboration/>
- <https://www.youtube.com/watch?v=WiTTbrUAa0Y>
- <https://www.youtube.com/watch?v=StESLTnGyHM>
- <https://www.youtube.com/watch?v=8QM13h9zP5g>

### G8 Unit 1: Assessments

#### Formative assessments:

- Observation of students engaged in lessons and activities.
- Anecdotal notes

#### Summative Assessments:

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

## Performing Arts (Theater) Curriculum Grades 6-8

### Alternative Assessments:

- Rubrics
- Self critique/group critique
- *Assessments other than paper & pencil tests See link for more info: [http://education.gmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)*

### G8 Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

### G8 Unit 2: Performance and Techniques

**Pacing: 13 classes**

**Unit Summary:** Students will create both scripted and unscripted scenes. Students will use different techniques to create story and character. Students will also learn about different techniques that will help them present not only in theater, but in the real world. This includes Stella Adler technique, the Chekhov technique and Practical Aesthetics.

#### Essential Questions:

1. What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?
2. How do theater artists transform and edit their initial ideas?
3. What are the best practices as a performer?
4. How do theater artists fully prepare a performance or design?

#### Enduring Understandings:

- Theater artists work to discover different ways of communicating meaning
- Theater artists refine their work and practice their craft through rehearsal.

## Performing Arts (Theater) Curriculum Grades 6-8

<p>5. How do theater artists use tools and techniques to communicate ideas and feelings?</p> <p>6. What techniques are available for students to use to better present themselves in theater and in the real world?</p>	<ul style="list-style-type: none"> <li>• Theater artists develop personal processes and skills for a performance or design.</li> <li>• Theater artists make choices to convey meaning</li> <li>• Theater artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.</li> <li>• Theater artists allow awareness of interrelationships between self and others to inform their work.</li> <li>• As theater is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</li> </ul>
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New Jersey Student Learning Standards	Student Learning Objectives	Practices
<ul style="list-style-type: none"> <li>• 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</li> <li>• 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</li> <li>• 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</li> <li>• 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 theater.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways to create interesting stories both scripted and unscripted</li> <li>• Learn about different performance techniques</li> <li>• Work together to create a final performance using the elements of drama</li> <li>• Critique self and peers' productions</li> </ul>	<p>Imagine Envision Plan Construct Rehearse Critique Incorporate</p>

## Performing Arts (Theater) Curriculum Grades 6-8

- 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
- 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.
- 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theater production.
- • 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theater work.
- • 1.4.8.Pr5b: Use various character objectives and tactics in a theater work to identify the conflict and overcome the obstacle.
- 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience
- 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.
- 1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.
- 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent

### Interdisciplinary Connections

**English Language Arts**

## Performing Arts (Theater) Curriculum Grades 6-8

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

## Performing Arts (Theater) Curriculum Grades 6-8

### Visual Art

1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.

1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.

### Comprehensive Health & Physical Education

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

• 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

### Social-Emotional Competencies & Sub Competencies:



## Performing Arts (Theater) Curriculum Grades 6-8





- Utilize positive communication and social skills to interact effectively with others.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
- Develop, implement, and model effective problem-solving and critical thinking skills.

### G8 Unit 2: Core Unit Content

<i>Vocabulary</i>	<i>Key Concepts</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Stanislavski method</li> <li><input type="checkbox"/> Method acting</li> <li><input type="checkbox"/> Meisner technique</li> <li><input type="checkbox"/> Viola Spolin</li> <li><input type="checkbox"/> Script writing</li> <li><input type="checkbox"/> Dialogue</li> <li><input type="checkbox"/> Story structure</li> <li><input type="checkbox"/> Elements of drama</li> <li><input type="checkbox"/> Technical elements of drama</li> <li><input type="checkbox"/> Tech week</li> <li><input type="checkbox"/> Prop design</li> <li><input type="checkbox"/> Set design</li> <li><input type="checkbox"/> Staging</li> <li><input type="checkbox"/> Blocking</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand some of the different methods used to create better performances</li> <li><input type="checkbox"/> How to use the elements of drama to create a play</li> <li><input type="checkbox"/> Create believable characters</li> <li><input type="checkbox"/> Use own experiences to enhance a performance</li> </ul>

### G8 Unit 2: Instructional Materials & Resources

## Performing Arts (Theater) Curriculum Grades 6-8

<ul style="list-style-type: none"> <li>• <b>Core Instructional Materials</b></li> </ul> <p>Teacher created materials</p>	<ul style="list-style-type: none"> <li>• <b>Supplemental Instructional Materials</b></li> <li>• <a href="https://expressioncity.com/5-acting-techniques-every-actor-should-know/">https://expressioncity.com/5-acting-techniques-every-actor-should-know/</a></li> <li>• </li> <li>•  Acting Tips for Kids</li> <li>•  Globe to Go: E4: Theatre Jobs (Part 1)</li> <li>•  Careers in the Theatre</li> <li>• <a href="https://getintotheatre.org/blog/complete-list-of-jobs-in-theatre-industry">https://getintotheatre.org/blog/complete-list-of-jobs-in-theatre-industry</a></li> <li>• <a href="https://www.amazon.com/Page-Stage-Theatre-Designers-Connections/dp/0435070428">https://www.amazon.com/Page-Stage-Theatre-Designers-Connections/dp/0435070428</a></li> <li>• <a href="https://www.amazon.com/Improvisation-Theater-Directing-Techniques-Performance/dp/081014008X/ref=sr_1_13?crd=1UKGY1APSYLMR&amp;keywords=theater+techniques&amp;qid=1652190440&amp;s=books&amp;srefix=theater+techniques%2Cstripbooks%2C80&amp;sr=1-13">https://www.amazon.com/Improvisation-Theater-Directing-Techniques-Performance/dp/081014008X/ref=sr_1_13?crd=1UKGY1APSYLMR&amp;keywords=theater+techniques&amp;qid=1652190440&amp;s=books&amp;srefix=theater+techniques%2Cstripbooks%2C80&amp;sr=1-13</a></li> <li>• <a href="https://www.youtube.com/watch?v=wFrbxU3d9js">https://www.youtube.com/watch?v=wFrbxU3d9js</a></li> <li>• <a href="https://www.wikihow.com/Write-a-Simple-Screenplay-(for-Kids)">https://www.wikihow.com/Write-a-Simple-Screenplay-(for-Kids)</a></li> <li>•  Introduction to Acting: Facial Expression - Social Skills</li> </ul>
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### G8 Unit 2: Assessments

**Formative assessments:**

- Observation of students engaged in lessons and activities.
- Anecdotal notes

**Summative Assessments:**

## Performing Arts (Theater) Curriculum Grades 6-8

- Performance by students in small groups to demonstrate understanding.
- Performance in front of other classes, parents, and/or teachers.

### **Alternative Assessments:**

- Rubrics
- Self critique/group critique
- *Assessments other than paper & pencil tests See link for more info: [http://education.qmu.edu/assets/docs/forms/mirs/assessment\\_brochure.pdf](http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf)*

### **G8 Unit 2: Accommodations & Modifications**

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)