

READINGTON PUBLIC SCHOOL DISTRICT

Sixth - Eighth Grade Theater

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I. PURPOSE AND OVERVIEW

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As we work to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

II. RATIONALE

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 National Standards for Arts Education and National Coalition for Core Arts Standards (NCCAS) National Arts Standards, anticipated for final publication in 2014. Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Students should communicate at a basic level in each of the four arts disciplines by the end of fifth grade, using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. In grades 6-8, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations.

III. GOALS

The 2014 visual and performing arts standards align with the 1994 National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the 2008 NAEP Arts Education Assessment Framework: creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts. The NCCAS National Arts Standards have four clusters (Create, Present, Respond & Connect) as their focal points.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. Evidence of growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, and rubrics.

V. SCOPE AND SEQUENCE

	Sixth Grade	7th Grade	8th Grade
Unit 1 1st Marking Period	Creative Process	Creative Process	Creative Process
Unit 2 2nd Marking Period	Performing	Performing	Performing
Unit 3 3rd Marking Period	Aesthetic Responses & Critique Methodologies	Aesthetic Responses & Critique Methodologies	Aesthetic Responses & Critique Methodologies
Unit 4 4th Marking Period	History of the Arts and Culture	History of the Arts and Culture	History of the Arts and Culture

VI. UNITS OF STUDY

Sixth Grade Unit 1 Creative Process
Desired Results
<p>Goals:</p> <p>1.3.8.C.1 Content Statement: Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character’s intent vary in live performances and recorded venues.</p> <p>Cumulative Progress Indicator: Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.</p> <p>1.3.8.C.2 Content Statement: Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.</p> <p>Cumulative Progress Indicator: Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.</p> <p>1.1.8.C.4 Content Statement: A team of artists, technicians, and manager who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.</p> <p>Cumulative Progress Indicator: 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.</p>
<p>Students will know and be able to...</p> <ul style="list-style-type: none"> ● Define “believability” by identifying common traits of believable performances. ● Differentiate between a character’s actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character. ● Analyze scripted scenes to determine how a character's objectives change throughout a scene and how his or her tactics and subtext change within a scene in response to the actions of other characters. Apply the analysis to the portrayal of characters in a performance. ● Identify key jobs integral to producing a play (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.) and research the duties and responsibilities of these positions. ● 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.).
Assessment Evidence
<ul style="list-style-type: none"> ● Task 1: Give your students the following oral instructions: <ul style="list-style-type: none"> ○ Read the script of your play. ○ You will be assigned a character to focus on. ○ Use the worksheet provided o to identify your character’s objective, <ul style="list-style-type: none"> ■ to give examples of various tactics used by the characters to achieve their objective, ■ to give examples of subtext evident in the script that affects the character and how they attempt to achieve their objective, ■ to examine how these elements come together to create a believable character. Then you will perform a scene from the play, applying the objective you identified for your character and appropriate tactics to your performance. ● Task 2: Give your students the following oral instructions: <ul style="list-style-type: none"> ○ Read your scene as a group. ○ You will be given a design vision statement for your play. Discuss the following: <ul style="list-style-type: none"> ■ setting ■ time period ■ the themes of the play ■ mood and atmosphere (that will best communicate the themes of the play) ■ overall look or feel (that will best communicate the themes of the play).

- It is important that you work with your group to create one unified design concept. The costumes, makeup, scenery, lights and sound should all work together to create the world of the play.
- Put your name on your worksheet.
- Using the design role assigned to you by your teacher, decide how you will bring the vision statement to life by completing the corresponding handout. Be sure to justify your design choices in the Design Vision portion of your worksheet.
- Assemble all of the worksheets together to hand in.
- Complete the quiz individually as your teacher directs.

Resources

- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u1.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u1.pdf>

Sixth Grade Unit 2 Performing

Desired Results

Goals:

1.1.8.C.1 Content Statement: Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.

Cumulative Progress Indicator: Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.

1.1.8.C.4 Content Statement: A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.

Cumulative Progress Indicator: 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.

Students will know and be able to...

- Adapt a story (i.e. fairy tale, fable, etc.), as a class, into a short theatrical scene with a clear beginning, middle and end.
- Stage a series of tableaux that communicate a story.
- Choose a costume that accurately reflects a character and the setting of the play.

Assessment Evidence

- Give your students the following oral instructions:
 “As a group, research the theatrical time period that you have been assigned. You will need to research the historical structures and innovations of this time period, as well as how this time period impacted society and culture. Complete the worksheet with information about your time period and an illustration or picture of a costume from the era.
 Divide lines from the open scene among the members of your group and memorize them. Use all of this research to perform your scene, being sure to fully commit to the directorial choices you have made. You will be responsible for applying all of the characteristics of this time period to the performance. Create costumes appropriate to the time period.”

Resources

- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u3.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u3.pdf>

**Sixth Grade
Unit 3
Aesthetic Responses & Critique Methodologies**

Desired Results

Goals:

1.4.8.A.1 Content Statement: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

Cumulative Progress Indicator: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.2 Content Statement: Art may be used for utilitarian and non-utilitarian purposes.

Cumulative Progress Indicator: Identify works of dance, music, theatre, and visual art that are used for utilitarian and nonutilitarian purposes.

1.4.8.A.3 Content Statement: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

Cumulative Progress Indicator: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.7 Content Statement: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Cumulative Progress Indicator: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.B.1 Content Statement: Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

Cumulative Progress Indicator: Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

1.4.8.B.2 Content Statement: Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

Cumulative Progress Indicator: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Students will know and be able to...

- Analyze culturally and historically diverse theatre masterworks and describe theatrical conventions attributed to the work.
- Analyze theatre master works that are used for utilitarian purpose and non-utilitarian purposes and describe the conventions of plays created for varied purpose.
- Distinguish among artistic styles, trends, and movements in theatre within diverse cultures and historical eras and demonstrate an understanding of the stage conventions of theatre from various eras and historical eras in scene work stage in a similar style.
- Use rubrics to analyze the form, function, craftsmanship, and originality of representative theatre master works.
- Co-develop and apply rubrics to professional works that objectively evaluate the artist's technical proficiency within the context of the theatrical works' content and form.

Assessment Evidence

- Task 1: Give students the following oral instructions:
 - You will be assigned a fable or story. You are responsible for adapting the story into a short theatrical scene.
 - You must write out the scene following the correct playwriting format.
 - Your story cannot have a narrator. Instead, the story must be communicated through what the characters say (dialogue) and what the characters do (stage direction).

Resources

- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u4.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u4.pdf>

Sixth Grade Unit 4 History of the Arts and Culture
Desired Results
Goals: 1.2.8.A.3 Content Statement: The arts reflect cultural mores and personal aesthetics throughout the ages. Cumulative Progress Indicator: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
Students will know and be able to... <ul style="list-style-type: none"> ● Identify major historical periods of theatre and characterize the role of theatre in various eras and cultures throughout history. ● Identify principal types of theatre and performance spaces typically associated major theatrical periods and/or styles. ● Distinguish ways that theatre has reflected and impacted the society and culture of its time. ● Emulate theatrical styles and/or conventions in scene work from a variety of global and historic theatrical traditions.
Assessment Evidence
<ul style="list-style-type: none"> ● Rubrics ● Teacher observation
Resources
<ul style="list-style-type: none"> ● Teacher created materials

Seventh Grade Unit 1 Creative Process
Desired Results
Goals: 1.1.8.C.1 Content Statement: Distinct pieces of dramatic literature and theatrical trends reflect cultural tradition and periods in history. Cumulative Progress Indicator: Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.1.8.C.2 Content Statement: Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop. Cumulative Progress Indicator: Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. 1.1.8.C.3 Content Statement: Emotion and meaning are often communicated through modulations of pitch, rate, and volume. Cumulative Progress Indicator: Differentiate among vocal rate, pitch, and volume and explain how they effect articulation, meaning, and character. 1.1.8.C.4 Content Statement: A team of artists, technicians, and manager who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances. Cumulative Progress Indicator: 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.
Students will know and be able to... <ul style="list-style-type: none"> ● Demonstrate the difference between presentational and representational styles of acting.

- Use contextual clues to make informed choices about a character’s intentions and demonstrate several different viable physical, emotional, and vocal performance options that are supported by the text in live performances or recorded venues.
- Read a scene and compile a list of character objectives. Identify the tactics the characters undertake in order to try and achieve those objectives. Apply these observations to a live performance of the scene.
- Examine the different responsibilities of theatrical designers (e.g., set designer, lighting designer, sound designer, costume and makeup designer.) and discuss how the designers work collaboratively with each other and the director to bring the director’s vision to life.

Assessment Evidence

- Task 1: Give your students the following oral instructions:
 - Read the script of your play.
 - You will be assigned a character to focus on.
 - Use the worksheet provided
 - to identify your character’s objective,
 - to give examples of various tactics used by the characters to achieve their objective,
 - to give examples of subtext evident in the script that affects the character and how they attempt to achieve their objective,
 - to examine how these elements come together to create a believable character.
 - Then you will perform a scene from the play, applying the objective you identified for your character and appropriate tactics to your performance.
- Task 2: Give your students the following oral instructions:
 - Read your scene as a group.
 - You will be given a design vision statement for your play. Discuss the following:
 - setting
 - time period
 - the themes of the play
 - mood and atmosphere (that will best communicate the themes of the play)
 - overall look or feel (that will best communicate the themes of the play).
 - It is important that you work with your group to create one unified design concept. The costumes, makeup, scenery, lights and sound should all work together to create the world of the play.
 - Put your name on your worksheet.
 - Using the design role assigned to you by your teacher, decide how you will bring the vision statement to life by completing the corresponding handout. Be sure to justify your design choices in the Design Vision portion of your worksheet.
 - Assemble all of the worksheets together to hand in.
 - Complete the quiz individually as your teacher directs.

Resources

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- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u1.pdf>

Seventh Grade Unit 2 Performing

Desired Results

Goals:

1.1.8.C.1 Content Statement: Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.

Cumulative Progress Indicator: Analyze the structural components of plays and performances from a variety of Western and

<p>non-Western theatrical traditions and from different historical eras.</p> <p>1.1.8.C.4 Content Statement: A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.</p> <p>Cumulative Progress Indicator: 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.</p>
<p>Students will know and be able to...</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the structural components of a scene (i.e. dialogue, stage directions). Working in small groups construct a short scene that has a clear beginning, middle and end, and uses familiar characters and/or situations. • Analyze directorial choices (i.e. blocking and staging) by comparing and contrasting student interpretations of the same scene. • Design and create costumes and props that accurately reflect the character and setting of the play.
Assessment Evidence
<ul style="list-style-type: none"> • Give your students the following oral instructions: “As a group, research the theatrical time period that you have been assigned. You will need to research the historical structures and innovations of this time period, as well as how this time period impacted society and culture. Complete the worksheet with information about your time period and an illustration or picture of a costume from the era. Divide lines from the open scene among the members of your group and memorize them. Use all of this research to perform your scene, being sure to fully commit to the directorial choices you have made. You will be responsible for applying all of the characteristics of this time period to the performance. Create costumes appropriate to the time period.”
Resources
<ul style="list-style-type: none"> • https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u3.pdf • https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u3.pdf

<p>Seventh Grade Unit 3 Aesthetic Responses & Critique Methodologies</p>
Desired Results
<p>Goals:</p> <p>1.4.8.A.1 Content Statement: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>Cumulative Progress Indicator: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.2 Content Statement: Art may be used for utilitarian and non-utilitarian purposes.</p> <p>Cumulative Progress Indicator: Identify works of dance, music, theatre, and visual art that are used for utilitarian and nonutilitarian purposes.</p> <p>1.4.8.A.3 Content Statement: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>Cumulative Progress Indicator: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical</p> <p>1.4.8.A.5 Content Statement: Symbolism and metaphor are characteristics of art and art-making.</p> <p>Cumulative Progress Indicator: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.7 Content Statement: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p>

<p>Cumulative Progress Indicator: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 Content Statement: Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</p> <p>Cumulative Progress Indicator: Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p>1.4.8.B.2 Content Statement: Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p> <p>Cumulative Progress Indicator: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>
<p>Students will know and be able to...</p> <ul style="list-style-type: none"> Analyze the use of theatrical conventions and cultural norms employed in diverse theatrical works. Apply that understanding of cultural norms and theatrical conventions to scene work. Analyze theatre masterworks that were used for utilitarian and non-utilitarian purposes. Collaborate in the creation of a scene used for utilitarian purpose and a scene for non-utilitarian purpose. Distinguish artistic styles, trends, and movements in theatre within diverse cultures and historical eras. Collaborate in the creation of an original scene emulating a culturally specific theatrical form and/or historically accurate theatrical style. Interpret symbolism and metaphors used in selected theatre masterworks. Apply the use of symbolism and metaphor to an original scene. Analysis of the form, function, craftsmanship, and originality of representative theatre master works and self or peer-generated scene work. Develop and apply rubrics and holistic scoring guides to objectively evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
Assessment Evidence
<ul style="list-style-type: none"> Give students the following oral instructions: <ul style="list-style-type: none"> You will be assigned a fable or story. You are responsible for adapting the story into a short theatrical scene. You must write out the scene following the correct playwriting format. Your story cannot have a narrator. Instead, the story must be communicated through what the characters say (dialogue) and what the characters do (stage direction).
Resources
<ul style="list-style-type: none"> https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u4.pdf https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u4.pdf

<p>Seventh Grade Unit 4 History of the Arts and Culture</p>
Desired Results
<p>Goals:</p> <p>1.2.8.A.1 Content Statement: Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>Cumulative Progress Indicator: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 Content Statement: Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>Cumulative Progress Indicator: 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.</p> <p>1.2.8.A.3 Content Statement: The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>Cumulative Progress Indicator: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>

<p>Students will know and be able to...</p> <ul style="list-style-type: none"> • Categorize historical innovations in Western and non-Western theatre history up to and including the early 18th century that stemmed from the creation of new technologies. • Distinguish ways that theater has reflecting and impacted the society and culture of its time in Western and non-Western theatrical traditions up to and including the early 18th Century. • Identify major historical periods of Western theater and characterize the role of theater in various eras and cultures including English Renaissance Theatre, the Restoration period, the Elizabethan stage (e.g., morality plays designed to teach morals, Restoration comedies utilizing topical writing for mixed class audiences, “Machine Plays” for commercial spectacle etc.). • Identify principal types of theatre spaces and performance styles typically associated Western theatre as well as non-Western theatrical traditions such as Noh Theatre, Bunraku, Chinese shadow puppetry etc.), up to and including the early 18th century. Apply similar conventions to scene work emulating a variety of Western and non-Western theatrical traditions. • Identify differences in plot structure based on viewing and reading examples of plays from different historical eras. • Identify difference in relationship between audience and performer based on viewing and reading examples of plays from different historical eras. • Describe three primary differences between representative Western and non-Western theatrical performances.
Assessment Evidence
<ul style="list-style-type: none"> • Rubrics • Teacher observation
Resources
<ul style="list-style-type: none"> • Teacher created materials

<p>Eighth Grade Unit 1 Creative Process</p>
Desired Results
<p>Goals:</p> <p>1.1.8.C.1 Content Statement: Distinct pieces of dramatic literature and theatrical trends reflect cultural tradition and periods in history.</p> <p>Cumulative Progress Indicator: Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.</p> <p>1.1.8.C.4 Content Statement: A team of artists, technicians, and manager who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.</p> <p>Cumulative Progress Indicator: 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.</p> <p>1.3.8.C.1</p> <p>Content Statement: Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character’s intent vary in live performances and recorded venues.</p> <p>Cumulative Progress Indicator: Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.</p>
<p>Students will know and be able to...</p> <ul style="list-style-type: none"> • Break down a short play or an Act of a play into French Scenes. Analyze the French Scenes for character objectives, tactics and subtext. Use the script analysis to make informed choices in the portrayal of multidimensional characters. Demonstrate several ways a scene could be played that are supported by the script. • Define three types of stages: proscenium, thrust, and arena by drawing diagrams of each, and describe pros and cons for both the actors, designers, directors and audience members specific to each of these types of theatre spaces. • Choose an area of interest in theatre design and production (e.g., sets, props, lights, sound, costume or makeup) and work in that capacity for a class produced scene or one-act.

Assessment Evidence
<ul style="list-style-type: none"> ● Task 1: Give your students the following oral instructions: <ul style="list-style-type: none"> ● Read the script of your play. ● You will be assigned a character to focus on. ● Use the worksheet provided <ul style="list-style-type: none"> ○ to identify your character’s objective, ○ to give examples of various tactics used by the characters to achieve their objective, ○ to give examples of subtext evident in the script that affects the character and how they attempt to achieve their objective, ○ to examine how these elements come together to create a believable character. ● Then you will perform a scene from the play, applying the objective you identified for your character and appropriate tactics to your performance. ● Task 2: Give your students the following oral instructions: <ul style="list-style-type: none"> ● Read your scene as a group. ● You will be given a design vision statement for your play. Discuss the following: <ul style="list-style-type: none"> ○ setting ○ time period ○ the themes of the play ○ mood and atmosphere (that will best communicate the themes of the play) ○ overall look or feel (that will best communicate the themes of the play). ● It is important that you work with your group to create one unified design concept. The costumes, makeup, scenery, lights and sound should all work together to create the world of the play. ● Put your name on your worksheet. ● Using the design role assigned to you by your teacher, decide how you will bring the vision statement to life by completing the corresponding handout. Be sure to justify your design choices in the Design Vision portion of your worksheet. ● Assemble all of the worksheets together to hand in. ● Complete the quiz individually as your teacher directs.
Resources
<ul style="list-style-type: none"> ● https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u1.pdf ● https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u1.pdf

Eighth Grade Unit 2 Performing
Desired Results
<p>Goals:</p> <p>1.3.8.C.1 Content Statement: Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.</p> <p>Cumulative Progress Indicator: Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.</p> <p>1.1.8.C.4 Content Statement: A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.</p> <p>Cumulative Progress Indicator: 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</p> <p>Students will know and be able to...</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the structural components of a play (i.e. exposition, conflict, rising action, climax, falling action, resolution). Collaborate to write a short play based on a historical or current event.

- Direct a short scene in collaboration that demonstrates a directorial vision and choices.
- Research various theatre personnel and their responsibilities and the skills and training that go into the position and how they work collaboratively to make a theatre production.

Assessment Evidence

- Give your students the following oral instructions:
 “As a group, research the theatrical time period that you have been assigned. You will need to research the historical structures and innovations of this time period, as well as how this time period impacted society and culture. Complete the worksheet with information about your time period and an illustration or picture of a costume from the era.
 Divide lines from the open scene among the members of your group and memorize them. Use all of this research to perform your scene, being sure to fully commit to the directorial choices you have made. You will be responsible for applying all of the characteristics of this time period to the performance. Create costumes appropriate to the time period.”

Resources

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Eighth Grade

Unit 3

Aesthetic Responses & Critique Methodologies

Desired Results

Goals:

1.4.8.A.4 Content Statement: Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.

Cumulative Progress Indicators: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5 Content Statement: Symbolism and metaphor are characteristics of art and art-making.

Cumulative Progress Indicators: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6 Content Statement: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.

Cumulative Progress Indicators: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7 Content Statement: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Cumulative Progress Indicators: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

1.4.8.B.1 Content Statement: Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.

Cumulative Progress Indicator: Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

1.4.8.B.2 Content Statement: Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

Cumulative Progress Indicator: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.B.3 Content Statement: Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Cumulative Progress Indicator: Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Students will know and be able to...

- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. Create and perform in stylistically nuanced scene work from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play.
- Interpret symbolism and metaphors used in selected theatre masterworks; apply metaphor and symbolism in the creation and performance of an original scene, and interpret symbolism and metaphors used in theatre scenes created by peers.
- 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 and use rubrics and scoring guides to evaluate the effectiveness of a theatre work.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Assessment Evidence

- Give students the following oral instructions:
 - You will be assigned a fable or story. You are responsible for adapting the story into a short theatrical scene.
 - You must write out the scene following the correct playwriting format.
 - Your story cannot have a narrator. Instead, the story must be communicated through what the characters say (dialogue) and what the characters do (stage direction).

Resources

- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/t/68u4.pdf>
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/score/t/68u4.pdf>

**Eighth Grade
Unit 4
History of the Arts and Culture**

Desired Results**Goals:**

1.2.8.A.1 Content Statement: Technological changes have and will continue to substantially influence the development and nature of the arts.

Cumulative Progress Indicator: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2 Content Statement: Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.

Cumulative Progress Indicator: 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.

1.2.8.A.3 Content Statement: The arts reflect cultural mores and personal aesthetics throughout the ages.

Cumulative Progress Indicator: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.1.8.C.1 Content Statement: Distinct pieces of dramatic literature and theatrical trends reflect cultural tradition and periods in history.

Cumulative Progress Indicator: Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.

Students will know and be able to...

- Categorize historical innovations in Western and non-Western theatre history up to and including the early 20th century that stemmed from the creation of new technologies.
- Distinguish ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions.
- 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.

<ul style="list-style-type: none"> • Compare universal characters in dramas from various historical eras and/or cultures and illustrate in a scripted or improvised scene. • Create and perform a theatre piece using masks from a chosen historical era or tradition (e.g., Greek, Commedia Dell’Arte).
Assessment Evidence
<ul style="list-style-type: none"> • Rubrics • Teacher observation
Resources
<ul style="list-style-type: none"> • Teacher created materials

Bibliography

Visual Performing Arts (K-12) Model Curriculum, NJ Department of Education