

I. Course Descriptions Theater I 9th grade

12/2015 (Revised 6/2016)

Acting I- This course is the first component in a four year required sequence in Acting. Students engage in a variety of physical work including Improvisation, Meisner method training and various acting techniques in order to release and open emotional and physical range. The students will perform monologues, scenes, plays and webinars. They learn basic acting technique, beginning with work on self, characters that are close to self, and building an ensemble. Students present scene work within the department. This course introduces the student to audition preparation and the audition process for theater, film, and television. Acting for the Camera, Career Management, Video Production, Screenwriting, Audition Technique, and Musical Theater will be explored at the entry level.

Voice & Diction I- This class focuses on freeing the natural voice, increasing resonance, articulation of consonants and blends, proper placement and breathing, ear training, support and projection in voice production for stage and screen.

Movement for Actors I-The student will become familiarized with Viewpoints, musical theater dance and The Williamson Alexander Technique. The work stimulates the imagination, puts emphasis on physical actions, encourages acting with the whole body and aids in ridding the actor of self-conscious mannerisms. Included in Movement are classes in Yoga, Pilates, relaxation and focus techniques, and Physical and Vocal Improvisation.

Theater History I- Provides an overview of theater terms for actors. Students become acquainted with the workings of professional theater, terminology and the history of the development of the stage and screen. Coursework continues with an overview of theater history that connects purpose, physical design, acting style, and plays and films performed throughout the ages with a focus on 19th -21st century significant artists and playwrights.

Production I-Students will be introduced to auditioning for television, theater and film production and formulating a complete path to a finished product with scenes, plays or performances for their video portfolio. They will have the opportunity to utilize skills and gain additional experience in the mounting of productions, technical theater, performing front of the house and back of the house duties. Career and Financial Management will be explored and equips students with the skills and knowledge they will need to be working actors. Students are introduced to various job opportunities in theater, film, and media where they can apply the skills and techniques they have learned in our program.

II. Curriculum Unit Planner



PASSAIC COUNTY TECHNICAL INSTITUTE
45 Reinhardt Road
Wayne, New Jersey 07470

Career & Technical Education Curriculum Unit Planner

Content Area:	Performing Arts Theater I	Grade(s)	9
Unit Plan Title:	Voice and Diction I		
CCTC Standard(s) Addressed			
Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique and clearly motivated actors. 1.1.8. C. 4 Differentiate among vocal rate, pitch, and volume and explain how they affect articulation, meaning, and character. 1.3.12. C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions. 1.4.12. A.1 Use contextual cues to differentiate between unique and common properties and to discern the cultural implications of theatre. 1.1.8. C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.			
Essential Questions (3-5)			
<ul style="list-style-type: none">• What can you decipher from observing a person's movement, speech, and behavior?• Which acting style works for you and why?• Have you found your favorite genre? Comedy/Drama/Improvisation			
Anchor Text(s)			
<u>Basic Drama Projects</u> Fran Averett Tanner, Ph.D. Perfection Learning Corporation Logan, Iowa 51546-0500 <u>Types Of Drama Plays and Contexts</u> Sylvan Barnet, Burto, Ferris & Rabkin Longman Publishing NYC, NY 10013 <u>The Eight Characters Of Comedy</u> Scott Sedita Atides Publishing 526 N. Larchmont Blvd			

Los Angeles, California

Informational Texts (3-5) [career-related readings; journal articles, books, etc.]

Various Plays, *Teaching Theater* Publication, *Dramatics* Publication, Everything About Theater!

Expected Proficiencies

- * Demonstrate an understanding of the elements and principals that govern the creation of works of art.
- * Understand the role, development and influence of the arts throughout history and across cultures in theatre.
- * Perform an improvisation with a beginning , middle and end
- * Perform vocal exercise
- * Present and plan movement on stage with correct vocabulary
- * Identify various types of stages
- * Perform a play in front of live audience
- * Perform a monologue
- * Attend a play with the knowledge to critique positively
- * Identify theater terms
- * Identify various schools of acting technique
- * Audition correctly for stage and television

Formative & Summative Assessments (1-3)

Formative

- Daily Participation Rubric
- Oral Testing
- Journal Writing

Summative

- Final Exam
- Written Test/Quiz
- RST

Resources (software, videos, career exploration-related activities)

www.backstage.com

<http://www.monologuearchive.com/>

www.stage-directions.com

www.sagaftra.org

Suggested Time Frame:

7 Weeks

Career & Technical Education Curriculum Unit Planner

Content Area:	Performing Arts/Theater	Grade(s)	9
Unit Plan Title:	Movement For Actors		
CCTC Standard(s) Addressed			
<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principals that govern the creation of works of art in theatre.</p> <p>Actors exercise their voices and bodies through a wide variety of techniques to expand the range and clarity of the characters they develop.</p> <p>1.3.2. C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.</p> <p>1.1.8. C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.</p> <p>1.3.8.C.2 Create and apply a process of 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>1.1.2. C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.</p> <p>1.1.5.C.2 Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.</p>			
Essential Questions (3-5)			
<ul style="list-style-type: none"> • How can you display emotion on stage without vocals? • Have you adjusted movement onstage based on the other actor’s choices? Why? • What challenges or responsibilities does movement have on an actor? 			
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Various Plays, <i>Teaching Theater</i> Publication, <i>Dramatics</i> Publication, <u>Everything About Theater!</u>			
Expected Proficiencies			
* Demonstrate an understanding of the elements and principals that govern the creation of works of art.			

- * Understand the role, development and influence of the arts throughout history and across cultures in theatre.
- * Perform an improvisation with a beginning , middle and end
- * Perform vocal exercise
- * Present and plan movement on stage with correct vocabulary
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Career & Technical Education Curriculum Unit Planner

Content Area:	Performing Arts Theater I	Grade(s)	9
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Unit Plan Title:	Theater History I
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CCTC Standard(s) Addressed

- 1.2 History of the Arts and culture: All students will understand the role, development and influence of the arts throughout history and across cultures.
- 1.4.5. A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.1.2. C.3 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
- 1.1.5. C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.
- 1.1.2. C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
- 1.1.12. C.1 Analyze examples of theatre's influence on history and history influence on theatre in Western and non-Western theatre traditions.
- 1.2.12. A.1 Determine how dance, music, theatre and visual art have influenced world culture throughout history.

Essential Questions

- Have you identified various symbols in plays that you have performed? What are they?
- How have plays and playwrights changed throughout the years? How have they stayed the same?
- What aspects of play structure are common to both movies and plays?
- How does a dramaturg assist actors in performing a historical/religious/political or socio-cultural play?

Anchor Text(s)

Basic Drama Projects

Fran Averett Tanner, Ph.D.
Perfection Learning Corporation
Logan, Iowa 51546-0500

Types Of Drama Plays and Contexts

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- * Identify various schools of acting technique
- * Audition correctly for stage and television

Formative & Summative Assessments (1-3)**Formative**

- Daily Participation Rubric/Monologue Rubric/Scene Rubric
- Oral Testing
- Journal Writing

Summative

- Final Exam
- Written Test/Quiz
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7 Weeks

Career & Technical Education Curriculum Unit Planner

Content Area:	Performing Arts Theater I	Grade(s)	9
Unit Plan Title:	Production I		
CCTC Standard(s) Addressed			
1.2 History of the Arts and culture: All students will understand the role, development and influence of the arts throughout history and across cultures.			
1.4.5. A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.			
1.1.2. C.3 Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.			
1.1.5. C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.			
1.1.2. C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).			
1.1.12. C.1 Analyze examples of theatre's influence on history and history influence on theatre in Western and non-Western theatre traditions.			
1.2.12. A.1 Determine how dance, music, theatre and visual art have influenced world culture throughout history.			
Essential Questions			
<ul style="list-style-type: none">• Have you identified various symbols in plays that you have performed? What are they?• Why are strong choices essential to interpreting a drama or theater piece?• What can you do to fully prepare a performance?• In what ways can research into theater histories, literature and performances alter the way a drama is understood?			
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Content Area:	Performing Arts Theater I	Grade(s)	9
Unit Plan Title:	Acting I		
CCTC Standard(s) Addressed			
<ul style="list-style-type: none"> • 1.1 The Creative Process: Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. • 1.3.8. C.1 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. 			

- 1.1.12. C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
- 1.3 Performance: Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique and clearly motivated actors.
- 1.3.8. B 1 Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors and designers. Theatre genres are created by combining narrative structures, technical theatrical elements, and thematic intent.

Essential Questions (3-5)

- What can you decipher from observing a person's movement, speech, and behavior?
- Which acting style works for you and why?
- Have you found your favorite genre? Comedy/Drama/Improvisation

Anchor Text(s)

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Suggested Time Frame:

7 Weeks

III. Methods of Student Evaluation:

FORMATIVE

Daily Participation Rubric
Monologue Rubric
Scene Rubric
Journal Writing
Projects

SUMMATIVE

Written Test and Quizzes
Practical Test and Quizzes

List of Textbooks, Instructional Material

Basic Drama Projects

Fran Averett Tanner, Ph.D., Perfection Learning Corporation, Logan, Iowa 51546-0500

Types Of Drama Plays and Contexts

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IV. Instructional Strategies:

Collaborative Learning
Peer Editing
Problem Solving
Group Discussion

Project-Based Learning/Field Trips
Role Playing
View/Listen/Answer
YouTube Videos

Reflection/Response
Lecture
Literature Circles
Modeling/ Teacher demonstration

Technology/Delivery/Netflix

V. Scope and Sequence

Key: I = Introduce | D = Develop | R = Reinforce | M = Master/Maintain

Skills to Be Learned	9	10	11	12
Use of technology, information and other tools.	I	DR	DR	M
Demonstrate the correct elements of space, use of space, time and dynamics.	I	DR	DR	DR
Self-management/time management.	I	DR	DR	M
Apply safety principles.	I	DR	DR	M
Create, produce and perform works of theater individually and with others.	I	D	DR	RM
Use the senses, imagination and memory to express ideas and feelings in theater.	ID	DR	DR	M
Develop a personalized acting technique.	I	D	DR	M
Performance of theater games and improvisations.	I	DR	DR	M
Demonstrate the use of theater terminology	I	D	DR	RM
Interpret a work of theater as actor and director.	I	D	DR	RM
Demonstrate teamwork and collaboration.	ID	DR	DR	RM
Creating a character.	ID	DR	DR	M
Determine and verbalize objectives, obstacles, actions and activities as applied to a character.	I	DR	DR	M
Demonstrate correct vocal production.	I	R	R	RM
Understand and employ several schools of vocal technique.	I	DR	DR	M
Understand and employ several schools of acting technique.	I	DR	DR	DR
Correct vocal projection and diaphragmatic support.	I	DR	DR	M
Relaxation and body alignment techniques.	I	DR	DR	M
Demonstrate correct movement techniques.	I	DR	DR	M
Demonstrate extended blocking and movement sequences.	I	DR	DR	DR

Explore careers in theater.	I	DR	DR	M
Assist in planning and presentation of a play.	I	DR	DR	M
Demonstrate audition skills.	I	DR	DR	M
Setting goals and career planning.	I	DR	DR	RM
Maintaining balance and coping with rejection.	I	DR	DR	M
Demonstrate the knowledge of Acting based on “The Method.”	I	D	DR	M
Demonstrate the knowledge of Theater throughout history.	I	D	DR	R

VI. Pacing Chart

Marking Period 1

Introduce theater terms

Introduce warm ups

Perform movement exercises

Identify theater designs, auditorium, theater, props

Participate in improvisation exercises

Execute stage crosses

Perform vocal exercises

Marking Period 2

Begin work on character analysis

Monologue research

Read one-act plays to perform

Rehearse and stage a one-act play

Participate in the audience of a live performance of theater

Perform an Improvised scene as an ensemble member

Marking Period 3

Perform a play as an ensemble

Perform a monologue from published play

Use characterizations in a group scene

Explore several acting techniques

Formulate a response to fundamental elements within an art form based on observation

Create characters and improvise scene as an ensemble member

Rehearse as an ensemble and/or two person scene

Marking Period 4

Analyze a play and perform a scene from play on video

Talk show presentation regarding a theater production

Write a review and give presentation of Spring Musical

Review cold readings, audition techniques

Begin searching for Senior showcase material and college audition monologue

Begin to create video portfolio

Participate in shop clean-up

VII. Student Handout

Mrs. Quinn Iquinn@pcti.tec.nj.us



Theater I Proficiencies:

All Students Will:

- * demonstrate an understanding of the elements and principals that govern the creation of works of art i:
- * understand the role, development and influence of the arts throughout history and across cultures n theatre.
- * Perform an Improvisation with a beginning , middle and end
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Rules of the Theater

- * No Gum, food, drinks in black box theater or auditorium
- * Do not go behind the teachers desk
- * You must have permission to be in dressing room
- * You must sign in and out at all times
- * You must put away props, costume pieces and books at the end of class
- * We will not tolerate any words or actions that put people down because of race, religion, sexual orientation or disability



Iliad & Odyssey 2015

Theater I