Acting & Stagecraft Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**
The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum	
Content Area: Visual and Performing Arts	
Course Title: Acting & Stagecraft	**Grade level: 10-12**
Unit 1: Ensemble Building and Improvisation	**6 weeks**
Unit 2: Voice and Characterization	**10-12 weeks**
Unit 3: Technical Theater	**8-10 weeks**
Unit 4: Performance and Production	**10-12 weeks**
Date Created: Jul 12, 2022	**Board Approved On:**

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 1 Overview
Content Area: Visual and Performing Arts
Unit Title: Ensemble Building and Improvisation
Target Course/Grade Level: 10-12
Unit Summary: ● Unit 1 focuses on the essential building blocks of performance. Students will complete activities to emphasize the importance of working together as an ensemble. We then work on skills centered around improvisation and pantomime. These include overcoming stage fright, posture, body movement, stage directions, and partner work. We also look back at theater history during this unit to gain perspective on how theater has gotten to where it is today.

Interdisciplinary Connections:
- Language Arts for script reading; World History

21st Century Themes, Skills, and Standards:
- TH:Cr1.1.I.a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.
- TH:Cr1.1.II.c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
- TH:Cr1.1.III.c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.
- TH:Cr2-I..a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.
- TH:Cr2-I.Ib. Cooperate as a creative team to make interpretive choices for a drama/theatre work.
- TH:Cr3.1.I.b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- TH:Pr4.1.I.b. Shape character choices using given circumstances in a drama/theatre work.
- TH:Pr4.1.II.a. Discover how unique choices shape believable and sustainable drama/ theatre work.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit

TH:Cr2-I.Ib	Trust Games (ex: Group Freeze, Pass Thru Webs
TH:Cr1.1.I.a.	TED Talk "Science of Stage Fright"
TH:Cr1.1.I.a TH:Cr3.1.I.b	Stanislavski Technique
TH:Cr1.1.II.c TH:Cr2-I.Ib TH:Cr3.1.I.b TH:Pr4.1.II.a	Small Group Team Building (tableaux, commercials, human knots)
TH:Pr4.1.I.b	Important Object for object recall
TH:Cr1.1.III.c TH:Cr2-I..a	Theatre History (Ancient Theatre thru Modern Theatre): Elements, examples, present an original piece aligning to a past theatrical movement

Unit Enduring Questions: ● **What is theater?** ● **How can theater change perspective?** ● **How does recall make us better actors?**	**Unit Enduring Understandings:** ● **Theater is a response to historical and societal events** ● **Theater is a collaborative experience.**
Unit Objectives: *Students will know…..* ● **The relationship between history and theater, and how theater has evolved over time** ● **The importance of ensemble** ● **Basic theater terminology and stage directions**	**Unit Objectives:** *Students will be able to…...* ● **Relax and focus on one's work by participating in exercises specific to that purpose.** ● **Demonstrate talking and listening to another person on stage through exercises designed to focus attention** ● **Demonstrate basis recall exercises.** ● **Identify the characteristics of Greek and Roman theater** ● **Identify the principles and purposes of medieval morality plays** ● **Describe the major works of the successful playwrights of Elizabethan England** ● **Identify the characteristics of 19th century realism**

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 2 Overview
Content Area: Acting & Stagecraft
Unit Title: Voice and Characterization
Target Course/Grade Level: 10-12
Unit Summary: ● Unit 2 builds directly off of unit 1. It takes the skills acquired in unit one to enhance character development. The students will focus on both body and voice as two major elements to create "believable" characters. Students will also do scene work. Focus in this unit will be primarily on monologues and 2-3 person short scenes. Other acting techniques will also be explored to compare and contrast to the Stanislavski technique from unit 1.
Interdisciplinary Connections: English/Language Arts
21st Century Themes, Skills, and Standards: ● 21st Century Life and Career Standard 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles. ● 9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit

TH:Cr3.1.I.b	The voice as instrument
TH:Cr3.1.I.b	Tongue Twister Team Teachbacks
TH:Cr3.1.I.b	Poetry Out Loud Project
TH:Cr3.1.I.b TH:Pr4.1.II.a TH:Pr4.1.III.b	Contemporary Monologues
TH:Cr3.1.I.b TH:Pr4.1.II.a TH:Pr4.1.III.b	Classic Monologues
TH:Pr4.1.II.a	Character and Body Language
TH:Pr4.1.III.b	Physical and Vocal Interpretation
TH:Pr4.1.III.b TH:Pr5.1.III.b	Acting Technique Research Project and Presentation
Unit Enduring Questions:	**Unit Enduring Understandings:**

- **What is the role of the character in a dramatic work?**
- **What is the difference between inspiration and imitation?**
- **How do body and voice work together to create a realistic character?**

- **Subtext is equally as important to character development as dialogue**
- **Performance consists of physical, vocal, and emotional control and projection**

Unit Objectives:	Unit Objectives:
Students will know….. - **The difference between stage energy and "real life"** - **Stage terminology**	*Students will be able to…...* - **Demonstrate talking and listening to another person on stage through exercises designed to focus attention** - **Demonstrate basic recall exercises and how to use what the exercise produces by utilizing the skills in a prepared scene.** - **Discuss character work: what it is and how to do it**

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum   Unit 3 Overview
Content Area: Acting & Stagecraft
Unit Title: Technical Theater

Target Course/Grade Level:

Unit Summary:
- Unit 3 has the students begin to add the elements of technical theater into their scene work, Emphasis is placed on production design, the characteristics of stage color, lighting and costume design, development and application of make-up. Students also delve into public relations, program coordination, acoustics and general house management.

Interdisciplinary Connections:
- Fashion design and sewing, business, art, woodshop

21st Century Themes, Skills, and Standards:
- 21st Century Life and Career Standard 9.3.12.AC-CST.3 Implement testing and inspection procedures to ensure successful completion of a construction project.
- 9.3.12.AC-CST.5 Apply practices and procedures required to maintain jobsite safety.
- 9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
TH:Re9.1.I.b TH: Re7.1.-III.a	Read a script, make a prop list, research online (time period, etc) and present a proposal for borrow/buy/build
TH:Re9.1.III.b	Identify pieces of sound equipment and demonstrate how to set up and set audio levels and mics
TH:Re9.1.I.b TH:Re9.1.III.b	Identify pieces of light board. Take a short scene and change its mood through the lighting

TH:Re9.1.III.b TH: Re7.1.-III..a	Read a script and design a costume plot for the main characters
TH: Re7.1.-III.a	Make-up practice–basic, old age, wounds
TH: Re7.1.-III.b	Read a script and market it to the public–posters and programs

Unit Enduring Questions:	Unit Enduring Understandings:
● **How important is it for the actor to understand the technical aspects of theater?** ● **How does stage setting impact the overall aesthetic for the audience?**	● **Setting should define locale in terms of time, climate, socio-economic situation, and cultural background.** ● **Scenery and lighting provide the means for the actor to bring proper attention to themselves.**

Unit Objectives: *Students will know….* ● **How scenery indicates the style of the production.** ● **How scenery and lighting work together to create mood.** ● **The importance of costumes and props being historically accurate and appropriate to setting.** ●	**Unit Objectives:** *Students will be able to…...* ● **Devise prop lists, costume plots, and lighting plots for scripts of different genres.** ● **Design a setting focusing in the importance of color and set piece placement.** ● **Market a "performance"**

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Unit 4 Overview
Content Area: Acting & Stagecraft
Unit Title: Performance and Production
Target Course/Grade Level: 10-12
Unit Summary: ● The final unit of the course basically links all the aspects of the previous units. Students will participate in significant scenes from great plays, or will perform an entire short or one-act play with all direction and technical requirements being handled by the student. This unit will address the roles of director, stage and house managers, and the producer.

<table>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Interdisciplinary Connections:
● Business, Language Arts, Art</td></tr>
<tr><td colspan="2">21st Century Themes, Skills, and Standards:
● 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.</td></tr>
<tr><td colspan="2" align="center">Learning Targets</td></tr>
<tr><td>CPI #</td><td>Cumulative Progress Indicators (CPI) for Unit</td></tr>
<tr><td>TH:Cr1.1.I.</td><td>Selecting a script</td></tr>
<tr><td>TH:Cr1.1.I.</td><td>The audition process</td></tr>
<tr><td>TH:Cr2-I..b
TH:Cr3.1.II.a
TH:Pr5.1.III.b</td><td>The rehearsal process</td></tr>
<tr><td>TH:Re8.1.7.
TH:Re8.1.II.</td><td>Marketing and production</td></tr>
<tr><td>TH: Re7.1.-III
TH:Cr2-I.II.III
TH:Cr3.1.III.b.c
TH:Pr6.1.III
TH:Pr5.1.III.b</td><td>Final performance piece</td></tr>
</table>

Unit Enduring Questions:
- **What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?**
- **How, when, and why do theatre artists' choices change?**
- **How do theatre artists transform and edit their initial ideas?**
- **Why are strong choices essential to interpreting a drama or theatre piece?**
- **What can I do to fully prepare a**

Unit Enduring Understandings:
- **Theatre artists rely on intuition, curiosity, and critical inquiry**
- **Theatre artists work to discover different ways of communicating meaning**
- **Theatre artists refine their work and practice their craft through rehearsal.**
- **Theatre artists make strong choices to effectively convey meaning.**
- **Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience**

performance or technical design?	● **Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics** ●
Unit Objectives: *Students will know….* ● **The roles necessary to put on a productions from start to finish** ● **The duties associated with each of those roles**	**Unit Objectives:** *Students will be able to…...* ● **Utilize helpful techniques to the audition process by casting classmates in scenes** ● **Set rehearsal schedules and prioritize technical tasks** ● **Perform the duties of actor, director, stage manager, costumer and producer**

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning
Specific Formative Assessments Utilized in Daily Lessons: ● Daily reflection journal ● Daily performance, either alone or in small groups, demonstrating skills discussed that class.
Summative Assessment Utilized throughout Units: ● Stage terminology test ● Improv Festival Project ● Monologue performances and critiques ● Scene analysis, performance and critique ● Set design project ● Final performance project
Modifications for ELL's, Special Education, 504, and Gifted and Talented Students: ● Teacher tutoring

- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:
- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
Life and Career Standards
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum.

Project-based Learning Tasks:
- Improv Festival Project
- Monologue performances and critiques
- Scene analysis, performance and critique
- Set design project
- Final performance project

Vocabulary:
- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:
- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

Technology:
- Students must engage in technology applications integrated throughout the curriculum.

Applicable technology utilized in this curricula are included below:
- Sound technology
- Lighting technology
- Videography

Resources:
Raising the Curtain: Activities for the Theatre Arts Classroom
A Practical Handbook for the Actor

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations "orbit" or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent

	way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.

Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe"	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:
List or Link Ancillary Resources and Curriculum Materials Here: ● .Assorted monologues, scenes, plays (vary by class)
Board of Education Approved Text(s)