



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Theater Arts I

Curriculum Development Timeline

School: Ocean Township High School

Course: Theater Arts I

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
May 2009	Jayne VanNosdall	Born Date
July 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Name Change/Review
August 2020	Ian Schwartz	Alignment to Standards
August 2022	Ian Schwartz	Alignment to Standards

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Ocean Township Pacing Guide			
Week	Unit	Week	Unit
1	Team Building & Storytelling	6	Improvisation
2	Voice Acting	7	Directing
3	Pantomime	8	Directing
4	Pantomime	9	Scene Study
5	Improvisation	10	Scene Study

Core Instructional & Supplemental Materials including various levels of Texts

Class Action by Brad Slight (scenes differentiated for struggling and advanced students by teacher's discretion)

Check Please by Johnathan Rand

Introduction to Theatre Arts (A 36 week Handbook) by Suzi Zimmerman

Drama Games and Improvs: Games for the Classroom and Beyond by Justine Jones & Mary Ann Kelley

Directing for the Stage by Terry John Converse

Improv Ideas: Games and lists for the drama classroom and beyond by Justine Jones & Mary Ann Kelley

BACKSTAGE Video Series for Voice Acting & Intro to Improv with the Groundlings

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Time Frame	1 Week
Topic	
The Fundamentals of Acting & Storytelling	
Alignment to Standards	
<p>1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.</p> <p>1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.</p>	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none">• Why is the art of acting important in my life?• Why is a strong ensemble the key to success in the art of acting?• How does storytelling communicate the principles of acting? <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none">• Studying drama fosters artistic appreciation, interpretation, and imagination.• Through theatre arts students gain a deeper understanding of themselves and the world around them.• Storytelling was the route of theatre and endures to be involved in the daily lives of people in all cultures.• Develop the essential theatre class environment comprised of fun, trust, and risk-taking• Through the art of storytelling the student will feel comfortable sharing with the class an object that is strongly significant to themselves• Utilize their bodies and voices to the fullest throughout the storytelling process in order to engage their audience• Create focus and concentration through various team exercises and games• Explore how human beings think, feel and communicate <p>Learning Activities:</p> <ul style="list-style-type: none">• Daily Actors Warm-ups : Zip, Ugg, Pass the Sound & Motion, Mirror Exercise, Winking, I Love You Honey, Kitty in the Corner, Walking Exercises, Slow Motion Fighting, Exploding R.P.S., and More...• Ensemble building circle games and trust exercises	

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- 2 Truths and a Lie (individual)
- Fabricated Story (Groups of 4)
- Storytelling: Each student will bring in a piece of realia from home. These objects must have a strong significance to them. They will pass their item around the class and in detail share an insightful story that is related to the item. The group will reflect on which object they recalled best as well as which student had the most engaging presentation.

Assessments

Formative:

- Participation in Exercises
- Daily Journal Entry

Alternative:

- Class Discussion
- Rubric Based Performances
- Peer Critiques
- Self-Analysis
-

Summative assessment:

- Written Test

Benchmark:

- Written Critique Assessment

Interdisciplinary Connections

Student storytelling conversations/debriefing:

LA.9-10.SL.9-10.1.C - *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic

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problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP6 - Demonstrate creativity and innovation.

Time Frame	1 Week
Topic	
Voice Acting	
Alignment to Standards	
<p>1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.</p> <p>1.4.12prof.Pr6a: Perform devised or scripted theatre work for a specific audience.</p>	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> • In what ways can I use my voice to create a character? • How does a vocal character connect to creating a physical character? <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none"> • An actor manipulates their projection, articulation, and tone to create a character and define their character's emotions. • The actor must engage their mind to define their character living truthfully under imaginary circumstances. • Demonstrate vocal qualities • Practice various diction and breathing techniques • Identify and demonstrate proper use of the diaphragm for strong supported sound • Create focus and concentration through various team exercises and games • Participate in daily vocal/physical actors warm-ups to develop a proper stage voice (loud, clear, and expressive) while simultaneously creating positive bonds with their peers • Link voice and body in a series of group acting exercises 	

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- Define and explore the art of a professional Voice Actor
- Create their own original character in a recorded voice over

Learning Activities:

- Voice - Projection: Teacher lead demonstration of strong supported sound. Students will feel the difference between speaking in their chest versus using their diaphragm. They will work individually to practice breath control and projection through various exercises including: HaHaHa Bananas, Vow-Yell, & Pass the Ball.
- Voice - Articulation: We will identify the 5 articulators responsible for the production of clear speech. Students will do an extensive physical articulator warm up to identify the 5 areas. Lastly, in partners they will explore their natural clarity through a series of three rounds of dialogue both over emphasizing and ignoring proper articulation in their speech.
- Voice – Expression: Most importantly students will explore the vast range a voice has to emote. Students will work individually and in small groups to discuss and demonstrate the impact of various vocal qualities. I will challenge them to use different tones in order to express in the following exercises: Baby Talk, Line Readings, Gibberish, Translator, & A/B Scenes.
- Art of Voice Over Actors: View several Backstage videos highlighting the roles and responsibilities of a voice over actor and respond to questions linked to behind the scenes videos of famous voice actors demonstrating various methods to create famous animated characters.
- Recording Booth: They will apply vocal qualities to create an original character in an individual self- recording utilizing the Podcast recording studio in the library. They must write a script for their character as well as draw a detailed animation,

Assessments

Formative:

- Participation in Exercises
- Daily Journal Entry

Alternative:

- Class Discussion
- Rubric Based Performances
- Peer Critiques
- Self-Analysis

Summative assessment:

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- Vocal Recording

Interdisciplinary Connections

Daily journal entries:

LA.9-10.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Recording Booth: Students will use and assess Audacity in order to record performances.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Art of Voiceover Actors: SW access digital resources to conduct investigations in order to extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP6 - Demonstrate creativity and innovation.

Time Frame	2 Weeks
Topic	
Pantomime	
Alignment to Standards	
1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.	
1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised	

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or scripted theatre work.

1.4.12prof.Pr6a: Perform devised or scripted theatre work for a specific audience.

1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.

Learning Objectives and Activities

SWBAT answer the following questions:

- What will I gain from creating and performing drama?
- How can I emote as an actor without relying on my voice?
- What ways do people interpret facial expression and body language?

SWBAT demonstrate understanding of the following:

- Studying drama fosters artistic appreciation, interpretation, and imagination.
- Through drama one learns that the creation of art requires skill, discipline, emotional variety and inventive decision making.
- Engage imagination to interpret, appreciate and extract meaning from drama.
- Increase communication skills without speaking
- Students will participate in theatre games and exercises which build trust and confidence.
- Through performance, students will increase self-confidence, concentration and discipline.
- Students will demonstrate the ability to work effectively in small groups.
- Students will demonstrate an understanding of basic staging.
- Students will develop exaggerated facial expressions and learn to have control over their body movements.
- Explore how they interpret different music to evoke feelings and translate themes to the audience.

Learning Activities:

- Carlos Martinez: Video Analysis
- Pantomime Physicality Warm-ups & Games
 - What Are You Doing?
 - Charades
 - Careers
 - Story Exercises
 - You're Fired
 - Focus Activities
- Pantomime Music Activity: 4 Different Songs, Student write in a shared document the story they imagine matches the song. After student are broken into groups of 3-4. Using the Google Docs as inspiration students create their

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own pantomimed scenes to be performed in class.

- Final Group Pantomime Performance Test : Groups of their choosing, develop an original 3 + min scene. It must have a beginning, middle, and end. Students will practice exaggerated expression and body language. They will also select music which enhances their theme.

Assessments

Formative:

- Participation in Exercises
- Daily Journal Entry

Alternative:

- Class Discussion
- Rubric Based Performances
- Peer Critiques

Summative assessment:

- Self Analysis/Critique of Pantomime Performance

Interdisciplinary Connections

Writing Pantomime script:

LA.9-10.W.9-10.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

Technology Integration

Using Music/ Sound Effects for Final Scenes: Students will use Audio Editing Software in order to incorporate digital audio into their scenes.

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9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP6 - Demonstrate creativity and innovation.

Time Frame	2 Weeks
Topic	
Intro to Improvisation	
Alignment to Standards	
<p>1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.</p> <p>1.4.12prof.Cr1a: Research to construct ideas about the visual composition of devised or scripted theatre work.</p> <p>1.4.12prof.Pr6a: Perform devised or scripted theatre work for a specific audience.</p> <p>1.4.12prof.Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.</p>	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> • How does embracing the “Golden Rule” of improvisation develop an improvisational exercise? • What are the key components that must be established in an improv structure to make for a successful performance? • Why is listening such an important skill? • How can actors use improvisation skills in scripted performances? <p>SWBAT demonstrate understanding of the following:</p> <ul style="list-style-type: none"> • Though the artist’s imagination and intuition drive the scene, good drama requires skills and discipline (such as listening, responding and observing) to create a quality product. • Improvisation exercises one’s powers of inventiveness-- requiring heightened concentration, articulation and imagination. Theatre artists use their imaginations in combination with their fundamental acting skills to create original characters and scenes through exploration. 	

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- You can only incorporate concepts 'off the top of your head' that you have knowledge, therefore improvisation is a direct reflection of your personal experiences.
- One must be able to listen and respond instinctually in order to develop believable improvisational performances.
- Engage imagination to interpret, appreciate and extract meaning from drama.
- Increase communication skills of listening and speaking
- Participate in various character and story based improv games and exercises
- Perform improvised staged scenarios provided by the teacher
- Develop original written platforms for their peers
- Perform spontaneously using the given circumstances in partners performances
- Using the Dos and Don'ts of improvisational acting they will be able to provide feedback and constructive criticism for peers during in class games/performances
- Consider the various elements that culminate to define a character in improvisation

Learning Activities:

- Whose Line Is it Anyway & Backstage Groundlings : Improvisation overview and corresponding questions on Google Classrooms
- Improvisation Games: Scaffolding games starting with Basic Improv Review Games, Small Group Improvisation Warm-up Exercises, Partner Games, Full Class Group Games, Characterization Solo Games, and Modern Improvisation including technology elements
- Create Original Platform Scenarios in Partners, Perform Peer Platform, & Critiquing
- Final Solo Improvisation Platform Test Performance

Assessments

Formative:

- Participation in Exercises
- Daily Journal Entry

Alternative:

- Class Discussion
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- Peer Critiques
- Self-Analysis

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COURSE Theater Arts I

Summative assessment:

- Final Solo Improvisation Platform Test Performance

Interdisciplinary Connections

Written Critiques:

LA.9-10.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

Technology Integration

Whose Line Is it Anyway & Backstage Groundlings : Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP6 - Demonstrate creativity and innovation.

Time Frame	2 Weeks
Topic	
Stage Terminology & Directing	
Alignment to Standards	
1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for	

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devised or scripted theatre performance.

1.4.12prof.Cr1b: Explore the impact of technology on design choices in devised or scripted theatre work.

1.4.12prof2.Cr2a: Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12prof.Cr3b: Practice devised or scripted theatre work using theatrical staging conventions.

1.4.12prof.Pr5b: Explore and discover character choices using given circumstances in devised or scripted theatre work.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the role and responsibilities of a director in a production setting?
- What is the purpose of stage directions?
- How should a director communicate with actors?
- In what ways can blocking express feelings within a character or between scenic partners?

SWBAT demonstrate understanding of the following:

- Stage directions serve as a coordinate system and should be provided by the director based on the actors perspective.
- A director must learn how to effectively communicate with their actors in way that is respectful and firm to their vision.
- Blocking should replicate real life movements and be based on motivation between characters.
- Directors have a multitude of responsibilities overseeing all elements of a production
- Directors must use stage directions when blocking a scene from an actors perspective
- A director should have a deep understanding of the script and the characters involved. The actors should be able to ask their director anything they need to know.
- Script scoring must be done by actors and their directors throughout the performance process.
- A balance between being assertive and open is important when working with actors.
- Actors should respect their director and record all blocking provided.
- Directors and actors need to be aware at all times of their positioning on stage.

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They need to make sure there is a focus, stay turned out to their audience, and not upstage other actors.

Learning Activities:

- Presentation Review: Students complete a notes packet based on a guided presentation. They will fill a diagram based on the actor's perspective, identify the types of stages, and take a google maps tour of various theatre spaces.
- Enter / Exit as If: Guided blocking presentation. Students complete motivations formula, then put it into place by using them to direct their peers.
- Detention Scene:
 - One student director for 2 actors
 - Table Read
 - Script Scoring
 - Blocking
 - Final Performance
- Directing Tableau
 - Step 1: Written HW Overview of Scene Idea
 - Step 2: Directing Map
 - Step 3: Directing their concept in an in class Test

Assessments

Formative:

- Participation in Exercises
- Daily Journal Entry

Alternative:

- Class Discussion
- Rubric Based Performances
- Peer Critiques
- Self-Analysis

Summative assessment:

- Self-assessment of student directors

Interdisciplinary Connections

Directing Tableau written component:





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Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Technology Integration

Students will use Google Maps in order to conduct a tour of theater spaces. Students will consider the appropriateness of the digital tool for the task.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP6 - Demonstrate creativity and innovation.

Time Frame	2 Weeks
Topic	
Scene Study Final Performance	
Alignment to Standards	
1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.	

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- 1.4.12prof.Cr1a:** Research to construct ideas about the visual composition of devised or scripted theatre work.
- 1.4.12prof.Cn11b:** Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.
- 1.4.12prof.Cr3b:** Practice devised or scripted theatre work using theatrical staging conventions.
- 1.4.12prof.Pr5b:** Explore and discover character choices using given circumstances in devised or scripted theatre work.
- 1.4.12prof.Pr6a:** Perform devised or scripted theatre work for a specific audience.
- 1.4.12prof.Re7a:** Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the steps an actor must take to successfully create a character?
- In what ways does your relationship working with your performance partner affect your final scene?
- How does an actor effectively communicate the script's intent to the audience?

SWBAT demonstrate understanding of the following:

- Preparation for a scene is more than memorization, acting cannot truly occur until one is completely off book.
- Actors must relate their characters feelings to their real life experiences. If they have not experienced that emotion they will develop imaginary circumstances.
- There is no one true way to memorize a piece and everyone should find a way that works best for them.
- An actor has to research and determine the context of the scene to develop the who, what, where, when, and why.
- The character always is pursuing their objective using various tactics to overcome their obstacle.
- Developing chemistry with your scenic partner takes time and trust. If one person is not open to this then the other person cannot create it on their own.
- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
- The point of creating drama is to foster meaning and evoke an emotional response from the people who view it as well as those who perform it.
- The critical process of observing, analyzing, interpreting and evaluating leads to an awareness of the work's effectiveness and the actor's level of success.
- How to memorize: Review various techniques and utilize them in class for a Memorization test

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Learning Activities:

- Intrinsic & Extrinsic Research
 - Research Play Context
 - Interpreting a Script Time/Setting
 - Vocabulary Terms & References
- Script Scoring
 - Active Monologue Tactics
 - Including Blocking
 - Creating Beats
- Character Development
 - Establishing Character Relationships
 - Pursuing Character Objective
 - Vocal and Physical Character Choices
 - Overcoming the Obstacle
- Teacher lead Rehearsal with critiquing and feedback
- Dress Rehearsal incorporating Props & Costumes
- Students will select their partners or trios. I will provide them with material that I feel is appropriate for their performance level.
- Memorization techniques: Reading informational text, Whole-Part Memorization Activity, Partner Practice Rehearsals, Self-Taping of Lines
- In class final verbal memorization test (solo)
- Script Scoring Writing Assignment to plan blocking and determine beats, according to characters objective.
- In class exercises to develop a series of different tactics for how they can pursue their objective within the context of their circumstances. Developing Characters including walk & talk.
- Partner Practice: rehearsal with a peer to provide feedback for each other.
- Teacher Lead Rehearsals: One at a time students will perform for the teacher and their peers. They will be provided with extensive side coaching and written feedback to develop their monologue.
- Dress Rehearsal: Incorporating all notes in a dress rehearsal with sets, props, and costumes of their choosing. These will be recorded for student reflection before the final exam.
- Final Performance Showcase for an audience

Assessments

Formative:

- Participation in Exercises
- Daily Journal Entry

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Alternative:

- Class Discussion
- Rubric Based Performances
- Peer Critiques
- Self-Analysis

Summative assessment:

- Final performance Showcase

Benchmark:

- Written Critique Assessment

Interdisciplinary Connections

Script scoring writing assessment:

LA.9-10.W.9-10.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Technology Integration

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image

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Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Theater Arts I

and future college and career opportunities.

Career Education

CRP6 - Demonstrate creativity and innovation.

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)

Home of the Spartans!
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- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

