



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.

Curriculum Development Timeline

School: Ocean Township High School

Course: Performance Production

Department: Visual and Performing Art

Board Approval	Supervisor	Notes
July 2016	Jayne VanNosdall	Born Date
March 2019	Ian Schwartz	Review

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PERFORMANCE PRODUCTION CURRICULUM Visual & Performing Arts Department

Pacing Guide	
Week	Marking Period 1 : <i>The Basics</i>
1	Intro to Performance Production
2	Intro to Performance Production
3	Color Theory & Application
4	Color Theory & Application
5	Stage Makeup
Week	Marking Period 2 : <i>Designing for the Stage</i>
6	Stage Makeup
7	Scenic & Lighting Design
8	Scenic & Lighting Design
9	Scenic & Lighting Design
10	Scenic & Lighting Design
Week	Marking Period 3: <i>Designing for the Stage</i>
11	Costume Design
12	Costume Design
13	Stage Combat
14	Stage Combat
15	Theatrical Management
Week	Marking Period 4: <i>Production Vision to Reality</i>
16	Theatrical Management
17	Theatrical Management
18	Production Team: Putting it Together
19	Production Team: Putting it Together
20	Production Team: Putting it Together

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Core Instructional & Supplemental Materials Including Various Levels of Texts

All in the Timing by David Ives

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

Basic Drama Projects by Fran Averett Tanner

Playbill Youtube Video Series: “Broadway 101”, “WICKED the Musical” and “Behind the Curtain” for Costuming, Lighting, Sound, and Makeup videos

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Time Frame	2 Weeks
Topic	
Intro to Performance Production	
Essential Questions	
<ol style="list-style-type: none">1. <i>What are all the roles that contribute to a professional production?</i>2. <i>What are the emergency procedures for the scenic shop?</i>3. <i>What terminology must I know in order to work in the scenic shop?</i>	
Enduring Understandings	
<ul style="list-style-type: none">• There are dozens of technical roles that make up a production team, these individuals responsibilities are equally as important as those of an actor• Play production is equal parts creativity and safety. All must be able to recall and employ the appropriate emergency protocols for a number of scenarios.• Always use the appropriate stage terms and vocabulary for the specific role you are assuming	
Alignment to NJSLs	
<u>Visual and Performing Arts</u>	
1.1.12.C.3	
1.1.12.D.2	
1.3.12.C.1	
1.3.12.C.2	
1.4.12.B.3	
Key Concepts and Skills	
<ul style="list-style-type: none">• Identifying the hierarchy of technical theatre• Rules of the Design Room• Emergency procedures for the scenic shop• Appropriate tools used for specific jobs in the scenic shop• How to use an architect's scale• How to draw using the grid method• Various computer generated drafting tools used in technical theatre• Technical theatre terminology• Use an architect's scale to take precise measurements.• Compose an accurate to scale drawing using the grid method.• Draw a variety of images, from basic 2D images to complex 3D items.• Create a 3D rendering using the <i>Room Sketcher</i> drafting system.	

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Learning Activities

- Roles of the Theatre: Group discussion, creating a class diagram, and video with follow-up response. Students will complete a corresponding outline of each roles responsibilities, necessary skills, and tools.
- Intro to Safety— Students are given a Safety Guideline and Regulations Packet. The students are then required to pass the Safety Guidelines and Regulations exam with a 75% or higher. It will include:
 - Tool safety
 - Fire protection
 - First aid
 - Toxic fume protection
 - Lighting protection.
- Measurement: The students will first receive a tutorial on how to measure using a ruler. The students are then modeled and given practice using an architect's scale. They will use this skill to create a groundplan.
- Intro to 3D Rendering: The students will be guided through a tutorial on how to use the 3D online room modeling system *Room Sketcher*. The students will be able to work through a Scavenger Hunt Ground Plan where they are given a written set of instructions. The students must first be able to reproduce the room as a hand drawn ground plan. The students will then, after being evaluated with a rubric, be asked to create the same room as a 3D model on the *Room Sketcher* program.
- Intro to Drawing: The students will use the basic grid method when beginning to draw. The students will be graded with a rubric that evaluates accuracy/consistency of shape, use of shading, and neatness.

Assessments

Formative:

- Teacher Lead Discussion
- Observations
- Participation in Exercises

Alternative:

- Daily Journal Entry
- Observation of Class Discussion
- Written Quiz

Summative:

- Room Sketcher 3D Models
- Safety Assessment

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

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21st Century Skills

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

Roles of the Theatre: Group discussion:

LA.9-10.SL.9-10.1.A - *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*

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.*

Technology Integration

Students will use **Room Sketcher** in order to **create 3D models of sets/performance spaces.**

TECH.8.1.12.A.CS2 Select and use applications effectively and productively.

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Time Frame	2 Weeks
Topic	
Color Theory & Application	
Essential Questions	
<ol style="list-style-type: none">1. <i>How can I mix colors accurately from solely the primaries?</i>2. <i>What materials and steps do I need to take in order to create a professional looking Broadway flat?</i>	
Enduring Understandings	
<ul style="list-style-type: none">• There is mathematics and science behind mixing pigments.• There is a specific composition of a basic Broadway flat.	
Alignment to NJSL	
<u>Visual and Performing Arts</u>	
1.1.12.C.3 1.1.12.D.2 1.3.12.C.1 1.3.12.C.2 1.4.12.B.3	
Key Concepts and Skills	
<ul style="list-style-type: none">• Use proper safety methods and procedures when handling any items within the scene shop.• Mix Colors Accurately to develop a full color wheel• Complete and identify each component of the color wheel (hues, key vocabulary, schemes, scales, etc.)• Build & paint a basic Broadway flat	
Learning Activities	
<ul style="list-style-type: none">• Create a color wheel with all components.(hues, key vocabulary, schemes, scales, etc.)• Compose an accurate to scale drawing using the grid method.• View a demonstration of the construction of the flat, followed by a vocabulary and diagram quiz on the various components of construction.• Create a basic Broadway flat: select a complex image, draw that image using the grid method, mix colors appropriately, and completely paint a flat.	

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Assessments

Formative:

- Teacher Lead Discussion
- Observations
- Participation in Exercises

Alternative:

- Observation of Class Discussion
- Rubric Based Performances
- Peer Critiques
- Self-Analysis
- Written Quiz

Summative:

- Painted Broadway Flat assessment

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

21st Century Skills

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

Peer and self-critique writing exercises:

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.*

Technology Integration

Daily use of Google Classrooms for various writing Assignments and class discussions:

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **TECH.8.1.12.C.CS1** Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

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Time Frame	2 Weeks
Topic	
Stage Make-up	
Essential Questions	
<ol style="list-style-type: none">1. How can you design and apply stage makeup appropriately?2. What are the makeup techniques an actor can use to create their character?	
Enduring Understandings	
<ul style="list-style-type: none">• Makeup involves design, specific tools, and an application process.• They must apply their knowledge of shading and highlighting to a 3D medium: the face.	
Alignment to NJSL	
<u>Visual and Performing Arts</u>	
1.1.12.C.3 1.1.12.D.2 1.2.12.A.1 1.3.12.C.2 1.4.12.B.3 1.3.12.C.1	
Key Concepts and Skills	
<ul style="list-style-type: none">• Learn the proper protocol for preparing, designing, applying, setting, and removing stage makeup.• Create face charts in preparation of each makeup area.• Define and utilize the techniques necessary for various types of makeup application styles.	
Learning Activities	
<ul style="list-style-type: none">• The students are asked to create an online portfolio of special effect makeup areas. These areas include, but aren't limited to, old age, fantasy, animals, gender swap, gore, bruises, emotional masks, historical persons, and fat/thin. The students will have to use appropriate MLA techniques to gather and cite sources for their online portfolio (makeup morgue).• Makeup Tools—The students will be given a plethora of professional makeup tools. The students will be asked to describe and define each. Prior to the application, students are tested for latex allergies (even if it says in their file that there are no known allergies) by testing a 1/2" dot on the arm or leg. The students will then test the application of each product on a partner. The	

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students will take note of the physical pattern or mark let by the tool and makeup. The students will keep a log of this in their morgue.

- **Makeup Design**—The students are given face charts and the proper makeup design process is modeled for them. The students will then go through a guided practice with the teacher, and eventually will take their makeup design and apply it to their own face. The students will work on applying concealer and foundation first as a trial.
- **Makeup Application**—The students will eventually work through a process where they will research, design, gather materials for, and apply the makeup. They will keep their research and photos in an online morgue so they may view their finished products in a clean format. The students will be asked to complete this process for 4 or 5 of the genres listed above. The students will be evaluated with a rubric for each individual makeup, but also for their overall morgue (makeup portfolio) at the completion of this unit.

Assessments

Formative:

- Teacher Lead Discussion
- Observations
- Hands-on Exercises
- Face-Chart Worksheets

Alternative:

- Observation of Class Discussion
- Written Quiz

Summative:

- Makeup SFX Portfolio assessment

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

21st Century Skills

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

Creation of online portfolio of makeup techniques:

LA.11-12.W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Technology Integration

- Students will use **YouTube** in order to access video examples demonstrating make up techniques.
 - **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.
- Students will use **Face Chart Simulation Online** in order to **extend and apply**

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understanding of make up application.

- **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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Time Frame	4 Weeks
Topic	
Scenic & Lighting Design	
Essential Questions	
<ul style="list-style-type: none">● How can I measure and object and create a scale version of said object?● What are the popular stage devices used in modern theatre?● What are the major responsibilities of the production team?	
Enduring Understandings	
<ul style="list-style-type: none">● There are various components of the modern stage● It is necessary to use accurate measurements when creating a ground plan, rendering, or scale model.● Different types of modern stages require different sets and stage devices● There is a difference between the light color wheel and the pigment color wheel, which affects specific design choices.	
Alignment to NJSL	
<u>Visual and Performing Arts</u>	
1.2.12.A.1	
1.2.12.A.2	
1.1.12.C.3	
1.1.12.D.2	
1.3.12.C.2	
1.4.12.B.3	
Key Concepts and Skills	
<ul style="list-style-type: none">● Identifying components of the modern stage.● Accurate measurements when creating a ground plan, rendering, or scale model● The steps of creating various elevations and a soft backdrop.● The popular stage devices used in modern theatre.● The various types of stages and sets.● The difference between the light color wheel and the pigment color wheel.● The effect various colors can have on specific design choices.● The different roles and responsibilities of the production staff.	

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Learning Activities

- The students will receive a refresher course on the parts of the stage (apron, legs, orchestra pit, wings, etc.) and the different types of popular stages (thrust, in the round, black box, etc.). The students will also receive notes on the more popular stage devices such as periaktoi, turntables, hydraulics, etc.
- Create a scale ground plan using the architect's scale.
- Create various elevation drawings.
- Room Model: Individual Project constructing a scenic model to scale
- Refine their drawing skills.
- Identify popular stage devices.
- Research and compose a Pecha Kucha project on a famous scenic designer.
- Identify the colors of the light color wheel.
- Color of Light/Test it Out!—The students will take notes from an online interactive program from the ETC (Electronic Theatre Controls) website. The students will receive information on the light color spectrum and wheel. The students will then get the select and test different colored gels firsthand, recording their reaction to different pigments when lit. The students will learn about how theatrical lighting can change mood, change the pigment of costumes, and create illusions.
- Identify and emulate various roles of the design production staff.

Assessments

Formative:

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- Written Quiz

Alternative:

- Student Response Journals
- Class Discussion
- Peer Critiques
- Self-Analysis

Summative:

- Rubric Based Portfolio Projects
- Pecha Kucha Presentations

Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

21st Century Skills

- 9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

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Interdisciplinary Connections

Pecha Kucha Research and Presentation:

LA.9-10.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Technology Integration

Daily use of Google Classrooms for various writing Assignments and class discussions:

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - **TECH.8.1.12.C.CS1** Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Students will use ETC (Electronic Theatre Controls) Website in order to extend and apply content.

- **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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Time Frame	2 Weeks
Topic	
Costume Design	
Essential Questions	
<ol style="list-style-type: none">1. How do costumes and accessories enhance the visual spectacle of a production?2. Why must a costumer work collaboratively with the other members of the design team?3. In what manner does costuming give meaning to the individual character and at the same time place each character in relationship to the total visual effect?	
Enduring Understandings	
<ul style="list-style-type: none">• The costume and its design are integral parts of the visual spectacle of a theatrical production• Costume designers must work collaboratively with the production team, especially with lighting and scenic designers.• Costume choices regarding artistic elements (style, line, color, and texture), based on historic, factual, or creative research, enhance a director's or the playwright's production design concept.	
Alignment to NJSLs	
<u>Visual and Performing Arts</u>	
1.2.12.A.1 1.2.12.A.2 1.1.12.C.3 1.1.12.D.2 1.3.12.C.2 1.4.12.B.3	
Key Concepts and Skills	
<ul style="list-style-type: none">• The basic principles and elements of design as they pertain to costuming.• The definition and use of technical vocabulary as it pertains to costuming.• The functions of costume design• How to measure a body and fill out a costume measurement chart.• The essential duties and responsibilities of the costumer from casting to strike.• The responsibilities and duties of the costume design crew.• Identify and perform the role of a costume member on the wardrobe crew• How to create and maintain a costume plot.• The various duties and responsibilities of the costumer during a technical or dress rehearsal• Use costumes to suggest season, time, and period	

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- Design appropriate costumes to convey the physical characteristics and psychological qualities of a character.
- Select appropriate costumes and accessories for specific characterization
- Use costumes to illustrate cultural, historical, and economic differences
- Discuss the significance of silhouette in costume design

Learning Activities

- Learn the basics of sewing by creating a sewing pouch: demonstrating a whip stitch, cross stitch, running stitch, and buttons
- Mock production simulations as a costumer, assistant, or running crew.
- Individually will submit sketches of an appropriate costume for a play, with emphasis on design choices that support their character analysis
- Research of period styles and designs for costumes by era
- Create and maintain a portfolio which incorporates experiences in costume research, design, and selection
- Students will pass paper and pencil tests to demonstrate knowledge of: basic costume vocabulary costume measurement techniques basic sewing instruments, tools, and machinery used in costume construction basic design elements of costume the duties and responsibilities of costume personnel

Assessments

Formative:

- Teacher Lead Discussion
- Observations
- Participation in Exercises

Alternative:

- Observation of class discussion
- Peer Critiques
- Self-Analysis
- Written Quiz

Summative:

- Objective test assessing knowledge of costuming terminology and techniques

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

21st Century Skills

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

Research of period styles and designs for costumes by era:

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LA.9-10.W.9-10.7 - *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

Technology Integration

Daily use of Google Classrooms for various writing Assignments and class discussions:

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Time Frame	2 Weeks
Topic	
Stage Combat	
Essential Questions	
<ol style="list-style-type: none">1. How can an actor portray violence on stage in a safe and controlled manner?2. What elements do actors combine in order to make a fight scene believable?	
Enduring Understandings	
<ul style="list-style-type: none">• Stage combat takes extensive training and involves total control over one's choreographed movements to ensure safety.• The actors vocal inflection and facial expression are just as important as their physical movements in making combat seem real.• An actor must fully understand the character they are portraying within a stage combat scene so that the fighting style is appropriate.	
Alignment to NJSLs	
<u>Visual and Performing Arts</u>	
1.1.12.C.3	
1.1.12.D.2	
1.3.12.C.1	
1.3.12.C.2	
1.4.12.B.3	
Key Concepts and Skills	
<ul style="list-style-type: none">• Unarmed and armed combat practices• Strength and flexibility• Eye/hand coordination• Connection of voice and body in stage combat• Understanding and applications of principles of safety in working with a partner• How to portray your character and develop ensemble work through each individual move in a fight sequence	
Learning Activities	
<ul style="list-style-type: none">• Overview and written exam on stage combat safety rules• Daily physical warm-up and stretching	

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- Student Presentations of various fighting styles from various time periods and cultures: military or civilian, sport or combat, armed or unarmed.
- Demonstration and discussions of the various levels of theatrical combat
- Hands on partner practice of basic unarmed combat
- Develop the connection between sound, reactions, and physical movements
- Introduction to basic armed combat with Guest Professional Stage Combat Artist
- Practice and performance of several unarmed stage combat sequences
- Final memorized scenes and student choreographed combat routines

Assessments

Formative:

- Teacher Lead Discussion
- Observations
- Participation in Exercises
- Physical Warm Ups

Alternative:

- Observation of Class Discussions
- Written Safety Quiz

Summative:

- Rubric Based Scene Performances

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

21st Century Skills

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

Stage Combat Activities:

HPE.2.5.12.C.CS1 *Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.*

HPE.2.6.12.A.CS1 *Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.*

Technology Integration

Daily use of Google Classrooms for various writing Assignments and class discussions:

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 - **TECH.8.1.12.C.CS1** Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

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Time Frame	3 Weeks
Topic	
Theatrical Management	
Essential Questions	
<ol style="list-style-type: none">1. What is the general timeline for a professional theatrical production?2. What are the responsibilities of each production role?3. What career options are available to the theatre major?	
Enduring Understandings	
<ul style="list-style-type: none">• There is a specific timeline that is necessary for a production start to finish.• Each of the roles of the production staff have various responsibilities that are vital to the success of the show.• There are countless career options in the theatrical field that do not involve performance.	
Alignment to NJSL	
<u>Visual and Performing Arts</u>	
1.3.12.C.1	
1.3.12.C.2	
Key Concepts and Skills	
<ul style="list-style-type: none">• Understand the various roles and responsibilities of all members of the production staff, including but not limited to, the producer, artistic director, performance director, stage manager, scenic designer, lighting designer, costume designer, props master, hair and makeup master, dramaturg, and dialectician.• Organize all production related schedules• Create publicity elements that reflect a company's performance approach• Gain a deeper concept of the money element of running a production• Research theatre related college and vocational options• Develop the requirements of various post-graduate professions	
Learning Activities	
<ul style="list-style-type: none">• Create documents that are unique to the technical theatre process, such as: production schedules, conflict sheets, technical rehearsal schedules/timelines, rehearsal reports, accident reports, and cue sheets.• Develop Publicity concepts to market several different shows• Create an original Playbill• Design Lobby Displays	

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- Create a budget as a producer to understand where all the money must be distributed
- Research various career options for the theatre major post-graduation.
- Prepare and apply to various collegiate programs and technical theatre career opportunities.

Assessments

Formative:

- Teacher Lead Discussion
- Observations
- Participation in Exercises

Alternative:

- Class Discussion
- Peer Critiques
- Self-Analysis
- Written Quiz

Summative:

- Production Budget Assessment

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

21st Century Skills

9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

Budgeting Activity:

PFL.9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.

Career Research:

LA.11-12.W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Technology Integration

Daily use of Google Classrooms for various writing Assignments and class discussions:

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- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

TECH.8.1.12.C.CS1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Career Research:

- Students will access digital resources to conduct research and investigations which extend their knowledge.
 - **TECH.8.1.12.E.CS1** Plan strategies to guide inquiry.
 - **TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

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Time Frame	3 Weeks
Topic	
Production Team: <i>Putting it All Together</i>	
Essential Questions	
<ol style="list-style-type: none">1. What I do need to prepare when I attend a production meeting?2. What information do I need and how do I gather it for both the extrinsic and intrinsic of a dramatic work?3. How can artists combine <i>all</i> of the theatrical areas learned to prepare for and produce a final performance?	
Enduring Understandings	
<ul style="list-style-type: none">• The intrinsic and extrinsic process is necessary for full understanding of the script in dramaturgy and will be used in a college setting.• The full production process of a theatrical performance involves a team of people with a common production concept.• There are specific preparations necessary in the process for a production meeting.	
Alignment to NJSL	
<u>Visual and Performing Arts</u>	
1.1.12.C.3 1.1.12.D.2 1.2.12.A.1 1.2.12.A.2 1.3.12.C.2 1.3.12.D.2 1.4.12.A.2 1.4.12.A.3 1.4.12.B.3	
Key Concepts and Skills	
<ul style="list-style-type: none">• Complete full intrinsic and extrinsic research for assigned scripts• Create a drafting and rendering for original stage designs using scale measurements and <i>Room Sketcher</i>• Select a Play to fulfill all roles of a production team : Simulate real production meetings and complete projects for each production members responsibilities• Present their production concept and present it to the class in professional fashion	

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Learning Activities

- Work in production teams to develop original production approaches to provided texts. Students will be responsible for all elements and pitch their concepts to a producer.
- Read and research several scripts to gain an intrinsic and extrinsic view of the context
- Fill all production roles to complete a full play production approach to a musical of their choosing. Students must propose a unified vision, conduct research, and fulfill all project related goals for a final presentation.

Assessments

Formative:

- Teacher Lead Discussion
- Observations
- Participation in Meetings

Alternative:

- Observation of Class Discussion
- Peer Critiques
- Self-Analysis

Summative:

- Portfolio Update
- Rubric Based Presentation of final production concept

Benchmark:

- Written Critique Assessment; Objective assessment of course knowledge/skills

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

21st Century Skills

9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.
9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.
9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

Interdisciplinary Connections

Read and research several scripts:

LA.9-10.W.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating

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understanding of the subject under investigation.

Present Production Concepts:

LA.9-10.SL.9-10.4 - *Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.*

Technology Integration

Daily use of Google Classrooms for various writing Assignments and class discussions:

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

TECH.8.1.12.C.CS1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Online Research

- Students will access digital resources to conduct research and investigations which extend their knowledge.
 - **TECH.8.1.12.E.CS1** Plan strategies to guide inquiry.
 - **TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

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Modifications (At-Risk, ELL, Special Education, Gifted and Talented, and 504 Plans)

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications

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- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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