



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: Township of Ocean Intermediate School

Course: Introduction to Theater Arts, Grade 6

Department: Visual & Performing Arts

Board Approval	Supervisor	Notes
August 2016	Christopher Amato	Born Date
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Review

Home of the Spartans!
#spartanlegacy





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.

Pacing Guide	
Week	Marking Period 1
1	Unit 1: Ensemble Building and Stage Direction
2	Unit 1: Ensemble Building and Stage Direction
3	Unit 1: Ensemble Building and Stage Direction
4	Unit 2: Pantomime and Improvisation
5	Unit 2: Pantomime and Improvisation
6	Unit 2: Pantomime and Improvisation
7	Unit 2: Pantomime and Improvisation
8	Unit 2: Pantomime and Improvisation
9	Unit 3: Scene Study and Monologues
10	Unit 3: Scene Study and Monologues
Week	Marking Period 2
11	Unit 3: Scene study and Monologues
12	Unit 3: Scene study and Monologues
13	Unit 3: Scene study and Monologues
14	Unit 3: Scene study and Monologues
15	Unit 3: Scene study and Monologues
16	Unit 3: Scene study and Monologues
17	Apply and review units 1, 2, 3
18	Apply and review units 1, 2, 3
19	Apply and review units 1, 2, 3

Home of the Spartans!
#spartanlegacy



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.

20	Apply and review units 1, 2, 3
----	--------------------------------

Core Instructional & Supplemental Materials including various levels of Texts

Teacher created materials, teacher curated print and multimedia resource to support curriculum: i.e. monologues, scripts, model performances, Theatre Games for the Classroom: A Teacher's Handbook by Viola Spolin.

Time Frame	3 weeks, ongoing
Topic	
Unit 1: Ensemble Building and Stage direction	
Essential Questions	
<ul style="list-style-type: none"> ● What ways can actors overcome stage fright? ● What is an ensemble? ● How do actors move their bodies on stage? ● How do actors use stage direction? ● What are the benefits from studying creative drama? ● Who are the involved members in the production of a play? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Actors overcome stage fright by practicing physical and mental exercises that control breathing to reduce anxiety on stage. <ul style="list-style-type: none"> ● Actors are a part of an ensemble. ● Actors move around the space using blocking and concentration. ● Actors use stage direction through stage terminology, stage positions, and abbreviations used for script notations to help the actor move systematically on stage. ● Studying creative drama helps one to be observant, use their imagination, have 	

Home of the Spartans!
#spartanlegacy



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.

a soft focus, foster public speaking, and build confidence.

- Some of the involved members in the production of a play include, but are not limited to: the actors, producer, director, costume designer, scene designer, stage manager, lighting and sound designer.

Alignment to Standards

VPA.1.1.8 - [Standard] - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- VPA.1.1.8.C.CS1 - [Content Statement] - Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.
- VPA.1.1.8.C.1 - [Cumulative Progress Indicator] - Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
- VPA.1.1.8.C.CS2 - [Content Statement] - Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- VPA.1.1.8.C.2 - [Cumulative Progress Indicator] - Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
- VPA.1.1.8.C.CS3 - [Content Statement] - Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.
- VPA.1.1.8.C.3 - [Cumulative Progress Indicator] - Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
- VPA.1.1.8.C.CS4 - [Content Statement] - A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
- VPA.1.1.8.C.4 - [Cumulative Progress Indicator] - Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

VPA.1.3.8 - [Standard] - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in theatre.

- VPA.1.3.8.C.CS1 - [Content Statement] - Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues.
- VPA.1.3.8.C.1 - [Cumulative Progress Indicator] - Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the

Home of the Spartans!

#spartanlegacy



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.

portrayal of characters in live performances or recorded venues.

- VPA.1.3.8.C.CS2 - [Content Statement] - Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.
- VPA.1.3.8.C.2 - [Cumulative Progress Indicator] - Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

Learning Activities & Key Concepts and Skills

Students will:

- participate in team and trust building exercises and develop confidence.
- develop focus and concentration skills.
- use breathing and stage voice exercises.
- identify areas of a stage.
- use basic stage terminology.
- follow class procedures and expectations; work as a team and build a soft focus and concentration skills.
- use a stage voice; articulation, diction, and projection.
- use storytelling techniques.
- participate in ensemble building activities.
- determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.

Assessments

Formative:

- Quizzes
- Do Nows
- Discussion
- Peer feedback
- Critique

Summative:

- Final performances
- Self assessment and reflection

Home of the Spartans!
#spartanlegacy



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.

Benchmark:

- Objective test
- Monologue Performance

Alternative:

- Portfolio

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during small group and whole class activities and projects.

CRP2. Students will apply appropriate academic and technical skills related to theater arts and language arts.

CRP4. Students will communicate clearly and effectively and with reason during small group and whole class discussion as well during presentations and performances.

CRP6. Students will demonstrate creativity and innovation.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Students model integrity, ethical leadership and effective management.

CRP11. Students will use technology to enhance productivity.

CRP12. Students will work productively in teams while using cultural global competences, such as recognizing differing perspectives and communicating a position.

21st Century Skills

Through the participating in group assignments/projects, discussions across a variety of contexts and through the process of responding to performances, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections

LA.6.RL.6.2 - Students will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.6.W.6.10 - Students write routinely over extended time frames (time for research, reflection,

Home of the Spartans!
#spartanlegacy



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.

metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.6.SL.6.1 - Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.6.SL.6.6 - Students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Technology Integration

- Students develop mastery of technology skills aligned with **TECH 8.1.5** which states that all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students work on these skills through ongoing decision making with regard to using digital tools such as those in the Google suite of apps (docs, sheets, forms, slides) as well as using the internet to access information. Students work independently and collaboratively on a daily basis.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use the Internet to conduct research

Time Frame	5 Weeks, ongoing
Topic	
Unit 2: Pantomime and Improvisation	
Essential Questions	
<ul style="list-style-type: none">● What is a pantomime performance?● What is acting without speaking?● How do you use gestures in acting?● What is the meaning, purpose, and benefits of improvisation?● What are the rules of improvisation?● What is an improvisational performance in theatre?	

Home of the Spartans!
#spartanlegacy



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.

Enduring Understandings

- Pantomime performance is the art of communicating non-verbally by using extravagant gestures and facial expressions.
- The meaning, purpose, and benefits of improvisation are that one will learn to react spontaneously and become more aware of one's space through observation, a heightened concentration, and imagination.
- An improvisational performance in theatre is when performers come together and work as an ensemble to develop and present a scene that has a beginning, middle, and end.
- In an improvisation performance, actors will perform without a script and learn to "go with the flow". By doing this, actors will accept and give offers to the other performers on stage.

Alignment to Standards

VPA.1.1.8 - [Standard] - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- VPA.1.1.8.C.CS1 - [Content Statement] - Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.
- VPA.1.1.8.C.1 - [Cumulative Progress Indicator] - Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
- VPA.1.1.8.C.CS2 - [Content Statement] - Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- VPA.1.1.8.C.2 - [Cumulative Progress Indicator] - Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
- VPA.1.1.8.C.CS3 - [Content Statement] - Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.
- VPA.1.1.8.C.3 - [Cumulative Progress Indicator] - Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
- VPA.1.1.8.C.CS4 - [Content Statement] - A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
- VPA.1.1.8.C.4 - [Cumulative Progress Indicator] - Define the areas of responsibility

Home of the Spartans!

#spartanlegacy



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.

(e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

VPA.1.3.8 - [Standard] - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in theatre.

- VPA.1.3.8.C.CS1 - [Content Statement] - Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues.
- VPA.1.3.8.C.1 - [Cumulative Progress Indicator] - Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
- VPA.1.3.8.C.CS2 - [Content Statement] - Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.
- VPA.1.3.8.C.2 - [Cumulative Progress Indicator] - Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

Learning Activities & Key Concepts and Skills

- Participate and engage in various planned Improvisations.
- Participate and engage in various planned Pantomimes.
- Participate and engage in the improvisational activity "Silent Scene."
- Participate, create, and perform in an pantomime scene.
- Participate and engage in the pantomime activity "Sorry I am Late Boss."
- Participate and engage in the pantomime activity "Mime Race."
- Participate and engage in the pantomime activity "Who, What, Where."
- Participate and engage in the improvisational activity "Freeze and Justify."
- Participate and engage in the improvisational activity "Gibberish."
- Participate and engage in the improvisational activity "Taxi."
- Participate and engage in the improvisational activity "First Line."
- Participate and engage in the improvisational activity "Bus Stop."
- Participate and engage in various exercises from Viola Spolin's: Theatre Games

for the Classroom: A Teacher's Handbook.

Students will:

Home of the Spartans!
#spartanlegacy



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.

- demonstrate appropriate performance behavior as a participant and/or listener.
- exhibit respect for the contributions of self and others in a theatre performance.
- practice pantomime exercises.
- create and perform a 2 minute pantomime scene as a group.
- distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
- participate in various Improv's and warm up exercises.
- present Improv scenes that have a clear beginning, middle, and end.
- define and present Improv scenes with a character and objective in mind.
- practice appropriate audience manners.
- practice the activity of being a statue by depicting various subjects matters.
- distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

Assessments

Formative:

- Quizzes
- Do Nows
- Discussion
- Scenes
- Peer feedback
- Critique

Summative:

- Objective test
- Final performances
- Self assessment and reflection
- Critique
- Audience Etiquette

Benchmark:

- Objective Test
- Monologue

Alternative:

Home of the Spartans!
#spartanlegacy



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.

- Portfolio

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during small group and whole class activities and projects.

CRP2. Students will apply appropriate academic and technical skills related to theater arts and language arts.

CRP4. Students will communicate clearly and effectively and with reason during small group and whole class discussion as well during presentations and performances.

CRP6. Students will demonstrate creativity and innovation.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Students will demonstrate integrity, ethical leadership and effective management.

CRP11. Students will use technology to enhance productivity.

CRP12. Students will work productively in teams while using cultural global competences, such as recognizing differing perspectives and communicating a position.

21st Century Skills

Through the participating in group assignments/projects, discussions across a variety of contexts and through the process of responding to performances, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections

LA.6.RL.6.2 - Students will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LA.6.W.6.10 - Students write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.6.SL.6.1 - Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.6.SL.6.6 - Students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Home of the Spartans!

#spartanlegacy



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.

Technology Integration

- Students develop mastery of technology skills aligned with **TECH 8.1.5** which states that all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students work on these skills through ongoing decision making with regard to using digital tools such as those in the Google suite of apps (docs, sheets, forms, slides) as well as using the internet to access information. Students work independently and collaboratively on a daily basis.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use the Internet to conduct research

Time Frame	8 weeks, ongoing
Topic	
Unit 3: Scene and Monologue Study	
Essential Questions	
<ul style="list-style-type: none">● What is the point of creating drama?● What is proper audience etiquette?● What is the purpose of critiquing a scene?● What does it mean to develop a character's internal and external personal skills in theatre?● What is blocking?	
Enduring Understandings	
<ul style="list-style-type: none">● 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.● Proper audience etiquette or being a "good audience member" is one who	

Home of the Spartans!

#spartanlegacy



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.

listens attentively, applauding when appropriate, and showing respect for the performers on stage.

- The purpose of critiquing a scene is the critical process of observing, analyzing, interpreting, and evaluating the actor's level of success at being effective at portraying the content of the scene.
- When developing a character's personal skills, one expressively uses the body and voice, develops sensory awareness, and personal creativity.
- Blocking is when the director or actor gives the scene stage usage and movement that compliments the character's motives and is visually appealing.

Alignment to Standards

VPA.1.1.8 - [Standard] - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- VPA.1.1.8.C.CS1 - [Content Statement] - Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.
- VPA.1.1.8.C.1 - [Cumulative Progress Indicator] - Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
- VPA.1.1.8.C.CS2 - [Content Statement] - Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- VPA.1.1.8.C.2 - [Cumulative Progress Indicator] - Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
- VPA.1.1.8.C.CS3 - [Content Statement] - Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.
- VPA.1.1.8.C.3 - [Cumulative Progress Indicator] - Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
- VPA.1.1.8.C.CS4 - [Content Statement] - A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
- VPA.1.1.8.C.4 - [Cumulative Progress Indicator] - Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

VPA.1.2.8 - [Standard] - All students will understand the role, development, and influence of the arts throughout history and across cultures.

Home of the Spartans!
#spartanlegacy



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.

- VPA.1.2.8.A.CS1 - [Content Statement] - Technological changes have and will continue to substantially influence the development and nature of the arts.
- VPA.1.2.8.A.1 - [Cumulative Progress Indicator] - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- VPA.1.2.8.A.CS2 - [Content Statement] - Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
- VPA.1.2.8.A.2 - [Cumulative Progress Indicator] - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- VPA.1.2.8.A.CS3 - [Content Statement] - The arts reflect cultural morays and personal aesthetics throughout the ages.
- VPA.1.2.8.A.3 - [Cumulative Progress Indicator] - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

VPA.1.3.8 - [Standard] - All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in theatre.

- VPA.1.3.8.C.CS1 - [Content Statement] - Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues.
- VPA.1.3.8.C.1 - [Cumulative Progress Indicator] - Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
- VPA.1.3.8.C.CS2 - [Content Statement] - Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.
- VPA.1.3.8.C.2 - [Cumulative Progress Indicator] - Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
- VPA.1.4.8 - [Standard] - All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- VPA.1.4.8.A.CS1 - [Content Statement] - Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
- VPA.1.4.8.A.1 - [Cumulative Progress Indicator] - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

Home of the Spartans!

#spartanlegacy



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.

- VPA.1.4.8.A.CS2 - [Content Statement] - Art may be used for utilitarian and non-utilitarian purposes.
- VPA.1.4.8.A.2 - [Cumulative Progress Indicator] - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- VPA.1.4.8.A.CS3 - [Content Statement] - Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
- VPA.1.4.8.A.3 - [Cumulative Progress Indicator] - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- VPA.1.4.8.A.CS4 - [Content Statement] - Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
- VPA.1.4.8.A.4 - [Cumulative Progress Indicator] - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- VPA.1.4.8.A.CS5 - [Content Statement] - Symbolism and metaphor are characteristics of art and art-making.
- VPA.1.4.8.A.5 - [Cumulative Progress Indicator] - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- VPA.1.4.8.A.CS6 - [Content Statement] - Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
- VPA.1.4.8.A.6 - [Cumulative Progress Indicator] - Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
- VPA.1.4.8.A.CS7 - [Content Statement] - Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
- VPA.1.4.8.A.7 - [Cumulative Progress Indicator] - Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
- VPA.1.4.8.B.CS1 - [Content Statement] - Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
- VPA.1.4.8.B.1 - [Cumulative Progress Indicator] - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
- VPA.1.4.8.B.CS2 - [Content Statement] - Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
- VPA.1.4.8.B.2 - [Cumulative Progress Indicator] - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Home of the Spartans!

#spartanlegacy



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.

- VPA.1.4.8.B.CS3 - [Content Statement] - Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
- VPA.1.4.8.B.3 - [Cumulative Progress Indicator] - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Learning Activities & Key Concepts and Skills

Students will:

- choose a short scene as a duet. The piece can be a dramatic or humorous interpretation of literature or storytelling.
- choose a short monologue. The piece can be dramatic or humorous interpretation of literature.
- memorize the scene and block movement of the play.
- memorize the monologue and block the movement of the script.
- record individual blocking in script.
- memorize assigned line and cues.
- rehearse daily and perform the scene in front of the class.
- demonstrate acting skills through believability, eye contact both independently (monologue) or with a partner (duet) through rehearsing and presenting a short scene in front of an audience.
- demonstrate acting skills by using movements and gestures and facial expressions.
- demonstrate acting skills by using vocal projection, diction, inflection, and articulation.
- demonstrate acting skills by portraying a character other than themselves.
- maintain concentration on an imaginary situation by staying in character.
- work collaboratively to analyze a short scene and/or script.
- demonstrate basic stage positions, movement, and stage business in a presentation.
- demonstrate appropriate performance behavior as a participant and/or listener.
- exhibit respect for the contributions of self and others in a theatre performance.
- demonstrate appropriate audience behavior for the context and style of theatre performed.

Assessments

Home of the Spartans!
#spartanlegacy



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.

Formative:

- Quizzes
- Do Nows
- Discussion
- Scenes
- Monologues
- Peer feedback
- Critique

Summative:

- Objective test
- Final performances
- Self assessment and reflection
- Audience Etiquette

Benchmark:

- Objective test
- Monologues

Alternative:

- Portfolios

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during small group and whole class activities and projects.

CRP2. Students will apply appropriate academic and technical skills related to theater arts and language arts.

CRP4. Students will communicate clearly and effectively and with reason during small group and whole class discussion as well during presentations and performances.

CRP6. Students will demonstrate creativity and innovation.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Students will demonstrate integrity, ethical leadership and effective management.

CRP11. Students will use technology to enhance productivity.

CRP12. Students will work productively in teams while using cultural global competences, such as recognizing differing perspectives and communicating a position.

21st Century Skills

Home of the Spartans!

#spartanlegacy



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.

Through the participating in group assignments/projects, discussions across a variety of contexts and through the process of responding to performances, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections

LA.6.RL.6.2 - Students will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LA.6.W.6.10 - Students write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.6.SL.6.1 - Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.6.SL.6.6 - Students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Technology Integration

- Students develop mastery of technology skills aligned with **TECH 8.1.5** which states that all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students work on these skills through ongoing decision making with regard to using digital tools such as those in the Google suite of apps (docs, sheets, forms, slides) as well as using the internet to access information. Students work independently and collaboratively on a daily basis.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will use the Internet to conduct research

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

ELL:

Home of the Spartans!
#spartanlegacy



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.

- 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

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

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.

Home of the Spartans!
#spartanlegacy



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.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- 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

Home of the Spartans!
#spartanlegacy