



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: Theatre Arts Capstone

Department: Visual & Performing Arts

Board Approval	Supervisor	Notes
August 2019	Ian Schwartz	Born Date

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Director's Portfolio	11	Student Directing (<i>Alternating</i>)
2	Director's Portfolio	12	Page to Stage Acting
3	Director's Portfolio	13	Student Directing
4	Director's Portfolio	14	Page to Stage Acting
5	Director's Portfolio	15	Student Directing
Week	Marking Period 2	Week	Marking Period 4
6	Production Preparation	16	Page to Stage Acting
7	Production Preparation	17	Student Directing
8	Production Preparation	18	Page to Stage Acting
9	Production Preparation	19	Student Directing
10	Production Preparation	20	Page to Stage Acting

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Core Instructional & Supplemental Materials including various levels of Texts

- Various Published Scripts (Student Selected from Master Binder or Reliable Online Databases)
- *Play Director's Survival Kit 1st Edition* by James Rodgers (Author) and Wanda Rodgers (Contributor)
- *Basic Drama Projects* by Fran Averett Tanner
- *The Student Directors Handbook* by Lindsay Price
https://www.theatrefolk.com/blog/wp-content/uploads/2017/11/12_Days_of_Theatrefolksmas_The-Student-Director_s-Handbook-FINAL.pdf
- Resources Published : <http://broadwayeducators.com>
- Resources Published : <https://www.theatrefolk.com>

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Time Frame	5 Weeks
Topic	
DIRECTOR'S PORTFOLIO	
Essential Questions	
<ol style="list-style-type: none">1. What are the most important fundamentals in selecting a script to direct?2. What are the key components of creating a professional directing portfolio?3. Why is research important before a director begins working with their actors?	
Enduring Understandings	
<ul style="list-style-type: none">● <i>When selecting material it is important to consider your casting pool. Selecting material that is age and demographic appropriate is key. For beginning directors it is also most beneficial to stick to a smaller cast size. It is more effective to do deep research with 2 actors then a brief review with 20.</i>● <i>A directing portfolio is an organized binder that outlines all necessary details for a fully realized scene. The needed components are: Rationale, Beat Breakdown, Approach, Research (Intrinsic Analysis, Character Analysis, Extrinsic Analysis), Script Notations, Casting & Audition Information, Technical Preparation, Rehearsal Plans, and Photo Archive.</i>● <i>Directors are the key source to a successful scene. Actors should be able to ask their director anything! A director needs to not only have formed their own production approach concept, but they need to in detail to develop a deeper understanding of the scripts meaning, help guide the actors to a true character portrayal, and understand outside contributing factors to the world of the play. Directors are responsible for planning rehearsals far before the rehearsal process begins.</i>	
Alignment to Standards	
<p>1.1.12.C.1 Analyze examples of theatre's influence on history and history's influence on theatre in Western and 14 non-Western theatre traditions</p> <p>1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and</p>	

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social dimensions of a character are communicated through the application of acting techniques.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

Learning Activities & Key Concepts and Skills

- Perhaps the most important step of the whole class -- **SCRIPT SELECTION**. Students have a deep knowledge of a huge variety of script styles from Theatre Arts III. They will have a week to read and decipher what scene they will be working with for the remainder of the class. The scene must be...
 - From a published play!
 - It can be a one act play or a student cut excerpt from a full production
 - 10-15 pages - Which will mean its length from page to stage should be approximately 10-15 minutes.
 - Have ideally 2 characters, but no more than 4.
 - Have the appropriate number of each gender -- pending class demographic
 - You must have a clear connection and love for the piece you select! Please don't select material you don't truly like.
- Once students have selected their script, they must obtain a printed and clearly cut script. They will submit this to the teacher to make copies for their actors.
- Students will submit a **RATIONALE**. This first step is to tell their Producer (the teacher) why they selected this scene. They must have 3 well thought out, strongly supported reasons.

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- **Beat Breakdown:**
 - On the copy of their script they will write down every time there is a strong change signifying a ‘new beat’. These will be numbered. Students will refer to beat numbers when planning their notations, rehearsals, and for actor references.
 - On a Google Doc they will then categorize these beats into a neatly outlined table. Including
 - Beat #
 - Beat Name
 - Starting Line
- **Approach:**
 - Outline in a clear paper student directors production approach. This can be any themes or symbols they got from their scripts, any sources of inspiration for the aesthetic of their piece, or the general influences of the style of their scene. They should also include 5 images that represent their approach or inspire their vision.
- **Research:**
 - **Intrinsic Research :** After extensively reading their script they will draw commentary on various elements of their text. They must site specific quotes from their script as supporting evidence. There should be a paragraph analyzing the following areas...
 - Plot/Action/Structure
 - Thought / Theme:
 - Diction/Language:
 - Song/Rhythm/Music:
 - Spectacle
- **Character Analysis:** Citing the script for supporting evidence, 3 Paragraphs per character detailing ...
 - Character Types
 - Background
 - Personality
 - Physical Appearance
 - Language
 - Relationships
 - Growth

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- **Extrinsic Analysis:** Research 3 different OUTSIDE components that influence the production. These topics could be any research on the playwright, the time period, historical or specific references made in the production. By researching 3 outside components the director will have a deeper understanding of their intrinsic research and character analysis.
- **Script Notation:**
 - Now that all the background and research components are completed the director should be ready to create their script notations. Directors, using pencil, will go through their full script and notate all blocking, line readings, pauses, and actor notes.
- **Casting Requirements:**
 - Outline your vision for each role. What are some of the physical casting requirements or actor needs for each character.
 - Select audition Monologue Selections for each role
 - Select Callback Material Selections

Assessments

Formative:

- Guided Notes through Portfolio Review Presentations
- Observations during Portfolio Work
- Script Selection & Scoring
- Peer Collaboration Review Sessions
- Participation in Class Exercises

Summative:

- Test Grade for Each Provided Portfolio Document

Benchmark:

- Performance Reflection Critique
- Objective assessment of course knowledge/skills

Alternative:

- Teacher Lead Discussion & In Class Discussion
- Peer Critiques/ Self-Analysis

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Career Education

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

21st Century Skills

- **In this unit students will get a first hand experience developing their own Directorial Portfolio that could rival those in the professional world. To do so they must take a far more in depth look at a script of their choice. Through script analysis and research student directors will be able to define the integrity of their scenes characters and translate those convictions from page to stage.**

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.

Interdisciplinary Connections

- **In the Directing Portfolio Unit students will be challenged to use a large variety of critical reading and text analysis tools. This particular unit will have extremely strong ties to a variety of ELA standards. Students will be reading a huge array of scripts until they make their final selection. Once their selection is complete, they will spend weeks reading their script selection to analyze a variety of elements such as theme, central ideas, character descriptions and so much more.**

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

9-10 L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

9-10 RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Technology Integration

- **Chromebooks will be used daily to collaborate through our Google Classroom in a variety of Do Nows, Research Resource Shared Texts, Videos from Youtube, and more. Students will work with the hard copy of their script in collaboration with their online portfolio to create all the necessary requirements. There will be a variety of online texts/scripts that they will be expected to site correctly in their findings.**

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

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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.

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

TECH.8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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

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Time Frame	5 Weeks
Topic	
PRODUCTION PREPARATION	
Essential Questions	
<ol style="list-style-type: none">1. What are the responsibilities of each production role?2. How does a director conceptualize technical direction for their piece?3. What is the relationship between a production manager and the director?	
Enduring Understandings	
<ul style="list-style-type: none">● <i>Each role in the production preparation is vital for the success of the production. The production team consists of department heads for Costuming/Makeup, Lighting/Sound, Props, Scenic Painting/Set Building, FOH, and Publicity.</i>● <i>The director is responsible within their portfolio to create a finely detailed Technical Preparation section. Through fine script analysis they should be able to first visualize what the necessary set pieces are for their scenes success. Through context clues a director must decipher when any mention of costume specifics, sound / lighting effects, and the use of props comes into play as well. Keeping a detailed list of these details is essential to the scenes success.</i>● <i>There should be clear lines of communication between the director and the production managers. It is important that a director is respectful but firm in their vision. The production managers are responsible for bringing to life that element of the show. A positive and creative relationship is ideal.</i>	
Alignment to Standards	
<p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four</p>	

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arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

1.1.12.C.3 Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Learning Activities & Key Concepts and Skills

- Daily warmups, meditation, and focus exercises.
- Students will select what area of production they would like to be a part of. Pending class size, it would be ideal for there to be 2 -3 people per topic.
- Each director is responsible for creating a Technical Preparation List for each Production manager. Each topic needs an annotated list and 5-10 image references. They should include tech specs for the individual fields.
 - Set & Props
 - Costumes & Makeup
 - Lighting & Sound
 - Publicity & FOH Design
- The production manager will create a Production Binder outside of their Directing

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portfolio for each scene's requirements.

- We will alternate with a specific focus day (the class is dedicated to working under the needs of the manager of that one production area) and alternate days where students have free work time to develop their individual needs.
- Production Team Project Responsibilities for these alternating days include....
 - SET:
 - Finding / Pulling Needed Set Piece (checking backstage, trailer inventory)
 - Creating a list of items we need to buy
 - Building and Painting a variety of needs as detailed by the director.
 - Creating Set Plot Diagrams for the run of the show (in order to change scenery the day of)
 - PROPS:
 - Finding / Pulling Needed Props (checking closet inventory)
 - Creating a list of items we need to buy
 - Building and Painting a variety of large Prop needs as detailed by the director.
 - Creating a labeled Props Table
 - COSTUMES & MAKEUP
 - Taking all Actor Measurements for a Costume Bible
 - Pulling Multiple Options of Costumes from the closet
 - Meeting to discuss with the Directors potential likes & dislikes
 - Creating lists of actor responsibility items
 - Sewing/Altering items as needed
 - Going out and purchasing small necessary items
 - Accessorizing
 - Pulling & Style Wigs
 - Creating and special makeup needs face charts
 - Clearly labeling all garments and neatly organizing costume racks
 - LIGHTING & SOUND:
 - Meeting with Directors to write down all lighting cues necessary
 - Creating an organized binder of these cue notes for the run of the show
 - Discussing any FX needs (fog, strobes, practicals, etc)
 - Adjusting Lighting Equipment to create needed focus
 - Meeting with Directors to write down all sound cues necessary

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- Downloading or Creating a master list of all sound effects
- Creating a house playlist to run in between scenes (determined by director)
- Creating a master Mic List
- Testing all mics in advance - checking batteries.
- Running Sound & Lighting Board During the Show.
- PUBLICITY & FOH
 - Class meeting to determine title of show & concept
 - Create ideas for poster design & share them with the class -- alter and recreate as needed
 - Put up publicity posters in areas determined by production team
 - Formulate ideas as a group for building publicity -- Follow Through!
 - Contact Local Newspaper to do a Press Release
 - Create Playbill Cover & Design
 - Type all Program Credits
 - Print and Prep all Playbills
 - Design Lobby Display
 - Plan Headshot Photography Theme & Take Headshots
 - Group Photo for Display
 - Production Board Titles
 - Decorate FOH

Assessments

Formative:

- Teacher Lead Discussion
- Observations
- Participation in Production Team Meetings
- In Class Production Exercises

Summative:

- Production Binder Portfolio Review
- Final Directing Workshop Technical Contribution (Rubric Based for each element)

Alternative:

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

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

21st Century Skills

Each individual will have a hands on experience in a professional role of technical theatre. These students will be expected to fulfill the same responsibilities of a working member in a legitimate theatre company. This unit will lead to an entirely student managed final production.

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.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

Providing a strong tie to career pathways and critical reading, students will need to deduce their production role activities through script analysis and collaborating with a variety of different student directors. It is important they communicate effectively as well as apply their own creative process and research to solve the multitude of problems they may encounter.

LA.11-12.W.11-12.7 - Conduct short as well as more sustained research projects to answer a

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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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

9-10 RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Technology Integration

- **.Chromebooks will be used daily to collaborate through the Directors Technical Specs for each individual production via our Google Classroom. I will also use Classrooms to post production manager resources and references. Students will work with the hard copy of their script in collaboration with their online portfolio to create all the necessary requirements. Youtube will be a key source to draw from when referencing various examples of the directors scenes found online. Students will need to conduct research pending their specific production area - For example if a director says they need a 50s style housewife dress the Costume Manager will need to research that.**

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative

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Commons to an original work.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

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

TECH.8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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

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Time Frame	5 Weeks
Topic	
STUDENT DIRECTING <i>Alternating daily with Page to Stage Acting</i>	
Essential Questions	
<ol style="list-style-type: none">1. What role does the director play in the audition process of a production?2. The success of the scenes depends on what kind of directing environment?3. How does the vision of the director must come to life through rehearsals?	
Enduring Understandings	
<ul style="list-style-type: none">● <i>The director is the prime component of the auditioning process. They must determine what actor they feel is best suited for the part considering their casting requirements and chemistry with other actors.</i>● <i>When directing there is a delicate balance between authority and friend. Student directors must find a way to balance the two, to create a creative safe space to foster art. The director's vision should blend with the talents and new ideas brought in by the actors, but never be compensated.</i>● <i>Actors need to be guided to success through a well planned rehearsal process. Directors should share text insight, record all blocking, provide varied line readings, and coach actors to be the best they can be. This process should involve a substantial amount of prep work to utilize the most of the performance rehearsal period.</i>	
Alignment to Standards	
<p>1.1.12.C.1 Analyze examples of theatre's influence on history and history's influence on theatre in Western and 14 non-Western theatre traditions</p> <p>1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.</p>	

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1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

Learning Activities & Key Concepts and Skills

- Daily warmups, meditation, and focus exercises. (student lead daily)
- Directors Plan and Execute Open Call Audition:
 - I will divide the class into A and B. Student directors A will audition student actors B. (and vice versa)
 - Directors will have the student actors auditioning sheets. They will allow each actor to audition with a provided monologue. They will then be in charge of asking them to read for something else, providing constructive feedback, and observing the process.
 - Callback chemistry reads will follow as necessary.
 - This will then happen in reverse with the alternative actor group taking the role of the directors.
 - Director groups will have a directorial board meeting to determine their casting (referring to their Casting requirements). In conclusion a cast list will be posted.
- Directors will create Rehearsal Plans to add to their portfolio. They will develop actors contact sheets, formulate and distribute a tentative rehearsal schedule, and provide their actors with supplemental Actors Guidelines/Expectations/Exercises.
- Students will conduct their own rehearsals following our outlined expectations as their desired pace. Including but not limited to...
 - Table Read

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- Memorization Exercises
- Blocking
- Beat Work
- Character Development
- Chemistry Activities
- Video Examples
- Incorporating technical elements into rehearsal
- Guided Rehearsals with Notes
- At the conclusion of the class the directors will be responsible for conducting tech week in addition to their production role and performing in another directors piece. Tech week will be for the directors to provide final actors adjustments and assure all technical elements match their vision.
- Final full Black box Performance for the public
- Closing reflection discussion on final performance

Assessments

Formative:

- Observations during Rehearsal
- Audition Directoral Debate
- Peer Collaboration Production Sessions
- Participation in Class Exercises

Summative:

- Director Markers for Success (Rubric Based)
- Final Performance Director Critique

Alternative:

- Teacher Lead Discussion & In Class Discussion
- Peer Critiques/ Self-Analysis

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

21st Century Skills

- **In this unit students will get a first hand experience running their own rehearsal process. They will have the control and responsibility to ensure their pieces success. This is a real life, professional experience of what it is like to work as a full time director. In this role they will be balancing the obligations of directors through the casting process, overseeing actors, and communicating with production heads.**

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.

Interdisciplinary Connections

- **In the Directing Rehearsal Unit students will be challenged to improve their communication skills, which is perhaps the most important skill set in the profession. Directors need to effectively communicate their ideas to production managers, in a respectful and clear manner. They must put in substantial time preparing their rehearsal process. Many times this involves driving a discussion with your actors to think deeply about the context of your scene. They must come to the conversation prepared but also be open and willing to hear actors different interpretations of the topic. When done correctly this will ultimately lead to a heightened understanding for both the actor and the director - thus creating an even better scene!**

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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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.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task

9-10 L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

9-10 RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Technology Integration

- **Chromebooks will be used daily to collaborate through our Google Classroom in a variety of Do Nows, Research Resource Shared Texts, Videos from Youtube, and more. One specific example is the video performance critique at the conclusion of the production. We will have an in class viewing of the videotaped performance. After watching the video we will have a follow up discussion and critique essay examining how successful the directors felt their pieces were.**

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative

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Commons to an original work.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

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

TECH.8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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

Time Frame	5 Weeks
Topic	
PAGE TO STAGE ACTING <i>(Alternating Daily with Student Directing)</i>	
Essential Questions	
<ol style="list-style-type: none">1. What should an actor have prepared for starting the rehearsal process?2. What are the expectations of an actor at rehearsal?3. How does a formal performance differ from the in class exercise work conduct in acting class?	
Enduring Understandings	
<ul style="list-style-type: none">• <i>Actors need to come to the rehearsal process focused and ready to work. They need to be prepared daily with a water bottle, a pencil to record all scoring, and dressed in a fashion that allows them to move comfortably and freely.</i>• <i>A performer should always be listening. They are responsible for writing down</i>	

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any notes provided by their director. They should have fun and bring life to the scene through exploration. However, most importantly, they should be following the instructions of their director to the best of their abilities.

- *Performing for a live audience bring the best out of an actor. Knowing the stakes of the situation, feeling the personal adrenaline, and feeding off of live reaction brings a new element that cannot be created without the magic of an audience.*

Alignment to Standards

1.1.12.C.1 Analyze examples of theatre's influence on history and history's influence on theatre in Western and 14 non-Western theatre traditions

1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.

1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

Learning Activities & Key Concepts and Skills

- Daily warmups, meditation, and focus exercises. (student lead daily)
- Auditioning for the Directors:
 - I will divide the class into A and B. Student directors A will audition student actors B. (and vice versa)

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- Prepare a monologue. Selecting appropriate to type. Memorized and well rehearsed.
- Actors will fill out auditioning sheets.
- Present a professional audition, being open to directors suggestions. Prepared to read alternative material.
- Callback chemistry reads will follow as necessary. In conclusion a cast list will be posted.
- Actors will complete contact sheets and plan accordingly to meet all rehearsal schedule requirements. Actors are expected to follow the directors provided Guidelines/Expectations/Exercises.
- Actors will come prepared to each rehearsal, they are responsible for meeting rehearsal requirements such as...
 - Highlighting Lines
 - Table Read
 - Memorizing Lines
 - Recording Blocking
 - Writing in Beat Work
 - Character Development Exercises
 - Chemistry Activities with Partner
 - Viewing/Critiquing Video Examples
 - Incorporating technical elements into rehearsal
 - Recording all Script Scoring
- It is the actors choice what techniques to include in their performance prep. We have outlined all major Contemporary Acting Theories in Theatre Arts III to draw from. We will complete worksheets and corresponding exercises to help the actors bring their characters to life.
- Tech Actor Requirements: Take headshots, send in bios for playbill, get costume measurements, bring in necessary personal props/accessories, and promote their production.
- Full tech week acting experience. Making sure they are prepared- memorized, well rehearsed, have all necessary tech elements- and ready for their final performance.
- Final full Black Box Performance for the public
- Closing reflection discussion on final acting performance

Assessments

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Formative:

- Observations during Rehearsal
- Audition (Rubric Based Test)
- Off-Book Date (Memorization Test)
- Character Analysis Worksheet
- Script Scoring
- Peer Collaboration Production Sessions
- Participation in Class Exercises

Summative:

- Actors Markers for Success (Rubric Based)
- Final Performance Acting Critique

Alternative:

- Teacher Lead Discussion & In Class Discussion
- Peer Critiques/ Self-Analysis

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

21st Century Skills

- **In this unit students will get a first hand experience performing in a full production. For some this may be their first formal rehearsal process. They will need to listen to their directors for guidance as well as develop this own acting choices. This is a real life, professional experience of what it is like to work as a full time actor in a show. They will create their own characters, choose their approach, and successfully bring their roles to life in a final performance for an audience.**

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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.

Interdisciplinary Connections

- **In the Page to Stage Acting Rehearsal Unit students will be challenged to improve their communication and listening skills. Actors need to effectively communicate their ideas to directors but also listen to the needs and wants of their superior. There are also heavy ties to ELA standards due to the deep text work involved in the rehearsal process. Actors need to be critical readers and analyze their scripts. In the rehearsal process they will develop 3-dimensional fully realized characters, understand all extrinsic ties, and deduce the meaning of the language they bring to life.**

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logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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9-10 RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Technology Integration

- **Chromebooks will be used daily to collaborate through our Google Classroom in a variety of Do Nows, Research Resource Shared Texts, Videos from Youtube, and more. One specific activity at the conclusion of the performance actors will be able to update their resumes from Acting II with their new credits. This is an extremely important digital tool in the world of a working actor. The experience gained through this production will be exceptionally helpful in developing their professional acting resume.**

TECH.8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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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)
- 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

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- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow students 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.

Common Misconceptions

- Script Selection is seemingly easy, but it could be the hardest part. Finding a script that meets the requirements, is school appropriate, and the student really loved is a difficult task. Many students want you to pick a script for them - that defeats the purpose. They need to pick material they are passionate about. This may cause a rift in the class when some students come in knowing exactly what they want to work on while others either don't want to do the leg work of reading so many scripts or are overwhelmed by the options and need exceptionally more time.
- The Directing Portfolio unit is a very intensive, writing, reading, and critical thinking few weeks. I fully anticipate that student directors will be eager to get students and jump right in, however this stage is extremely important. It will be a lot of writing but it is necessary to create a truly moving scene. Students with various Special Ed or 504s may need additional assistance through this full section.
- Selecting the production manager roles will vary depending on the class. It is very likely someone may have to manage an area that was not your first choice.
- Responsibilities of the production team are equal however they could vary depending on the requirements for the particular scenes being performed. For example if the scenes in use all have elaborate costumes they may have more work than other

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managers, however if the scenes are natural and 'require street clothes' then they would have substantially less.

- Production needs will be limited to the in class supplies and resources we have, Many times students are disappointed when they have high expectations that are not feasible on little to no spending budget
- Group topic decisions will be a challenge with a bigger class. For example I anticipate mediating the student led production meetings regarding dates, show titles, publicity work, etc.
- Director actor relationships could pose a problem and require teacher intervention if one party is not cooperating in their specific role.
- Overseeing rehearsals and providing feedback is key to make sure student actors and directors are making the most of their in class rehearsal time.
- Students will be excited but also very nervous for our final show. Some students may not have ever performed before, however none of the students have ever seen their direction come to life. The outcome may not live up to their standards and it is so important to keep a positive view on the experience. Never let a student beat themselves up. It's important to emphasize it's part of the process.

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