

**Lower Township School District  
Cape May, NJ**

<b>Unit Overview</b>	
<b>Content Area: Music</b>	
<b>Unit Title: Theatre</b>	
<b>Grade Level: 6</b>	<b>Timeline: School Year</b>
<b>Anchor Standards:</b> <ol style="list-style-type: none"><li>1. Generating and conceptualizing ideas</li><li>2. Organizing and developing ideas</li><li>3. Refining and completing products</li><li>4. Selecting, analyzing, and interpreting work</li><li>5. Developing and refining techniques and models or steps needed to create products</li><li>6. Conveying Meaning through art</li><li>7. Perceiving and analyzing products</li><li>8. Interpreting intent and meaning</li><li>9. Applying Criteria to evaluate products</li><li>10. Synthesizing and relating knowledge and personal experiences to create products</li></ol>	
<b>Enduring Understandings</b>	
Theatre artists rely on intuition, curiosity and critical inquiry	
Theatre artists work to discover different ways of communicating meaning	
Theatre artists refine their work and practice their craft through rehearsal	
Theatre artists develop personal processes and skills for a performance or design	
Theatre artists make choices to convey meaning	
Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience	
Theatre artists reflect to understand the impact of drama processes and theatre experiences	
Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics	
<b>Essential Questions</b>	
What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	
How, when, and why do theatre artists' choices change?	
How do theatre artists transform and edit their initial ideas?	
How do theatre artists fully prepare a performance or design?	

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How do theatre artists use tools and techniques to communicate ideas and feelings?
What happens when theatre artists and audiences share creative experiences?
How do theatre artists comprehend the essence of drama processes and theatre experiences?
How can the same work of art communicate different messages to different people?
<b>Performance Expectations</b>
1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.

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**Learning Objective**

**Students will know and be able to...**

- Differentiate between a character's actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character.
- Analyze scripted scenes to determine how a character's objectives change throughout a scene and how his or her tactics change within a scene in response to the actions of other characters.
- Apply the analysis to the portrayal of characters in a performance.
- Adapt a story (i.e. fairy tale, fable, etc.), as a class, into a short theatrical scene with a clear beginning, middle and end.
- Identify key jobs integral to producing a play (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.) and define the duties and responsibilities of these positions.
- Stage a short scene showcasing different areas of responsibility that are integral to a theatrical production.
- Stage a series of tableaux that communicate a story.
- Choose a costume that accurately reflects a character and the setting of the play.
- Analyze culturally and historically diverse theatre masterworks.
- Identify major historical periods of theatre and characterize the role of theatre in various eras and cultures throughout history.
- Identify principal types of theatre and performance spaces typically associated with major theatrical periods and/or styles.
- Distinguish ways that theatre has reflected and impacted the society and culture of its time.
- Emulate theatrical styles and/or conventions in scene work from a variety of global and historic theatrical traditions.

**Accommodations and Modifications**

Special Education	Follow 504/IEP accommodations -Ask yes/no questions -Display project sample and step by step-by-step directions -Highlight and define important vocabulary
English Language Learners	-Highlight and define important vocabulary -Ask yes/no questions -Display project sample step-by-step directions
Students At-Risk of School Failure	-Allow verbalization before creating -Use audio materials when necessary -Read directions aloud -Restate, reword, clarify directions -Re-teach concepts using small groups Provide educational "breaks" as necessary -Chunking content into "digestible bites" -Shorten assignments to focus on mastery concept

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	<ul style="list-style-type: none"> <li>-Assignment, Project Modification Based on Individual Student needs</li> <li>-Use mnemonic devices</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>-Studio Choice</li> <li>-Assignment, Project and Assessment Modification Based on Individual Students Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>-Use audio materials when necessary</li> <li>-Re-state, reword, clarify directions</li> <li>-Re-teach concepts using small groups</li> <li>-Allow verbalization before creating</li> <li>-Read directions aloud</li> <li>-Provide educational “breaks” as necessary</li> <li>-Chunking content into “digestible bites”</li> <li>-Shorten assignments to focus on mastery concept</li> <li>-Use mnemonic devices</li> </ul>

<b>Assessments</b>
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Formative	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Verbal discussions</li> <li>● Teacher Observation</li> <li>● Class Discussion</li> <li>● Rubric</li> <li>● Self-Assessment</li> <li>● Effort</li> <li>● Use of music materials</li> <li>● Examine the artistic endeavors of others through the use of art prints, art books, videos and slides               <ul style="list-style-type: none"> <li>-Discussion of subject matter in artworks</li> </ul> </li> <li>● Experience art-making processes               <ul style="list-style-type: none"> <li>-Talk about artwork</li> <li>-Decide when artwork is complete</li> <li>-Become familiar with the expressive capabilities of crayons, pencils, paint, paper and modeling materials</li> </ul> </li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Using 5 Point rubric</li> <li>● Multiple Choice Assessments/ verbal understanding</li> <li>● Identify Elements</li> <li>● Analyzing Student Artwork. Students create skill-based projects each relating to the elements of design, such as color, line, point, shape, texture, space, form, and unity/harmony and are constantly and consistently assessed after each.</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● Student Performance</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Projects</li> </ul>

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**Interdisciplinary Connections**

Math, Vocabulary, Art, Social Studies, Physical Education, Science

**Integration of 21st Century Skills- NJSL 9**

**Standard 9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

**Career Readiness, Life Literacies, and Key Skills Practices**

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.

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8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

**Integration of Technology**

Smart board, Ipad, Music Websites

**Materials**

White Board, Percussion Instruments, Piano

**Instructional Activities**

- Studio Habits
  - *Examples:*
    - Intro to materials
    - Proper practice and performance techniques
    - Theatre games
    - Safety measures/materials
    - Critique etiquette
- Performance
  - *Examples:*
    - Portfolio
    - Discussion
    - Application of methods and techniques
    - Acting Styles
      - Stanislavski
      - Method
      - Meisner
      - Chekhov
      - Practical Aesthetics
      - Improvisation
- Music History
  - *Examples:*
    - Representation of cultures
    - Time periods
    - Acting Styles
      - Stanislavski
      - Method
      - Meisner
      - Chekhov
      - Practical Aesthetics
    - Geography
    - Renowned Plays
    - Renowned Musicals
    - Renowned Actors, Directors, Playwrights
      - Shakespeare
      - Everyone else :-)

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- Analyzing
  - Theatre within the community
  - *Examples:*
    - Critical watching