



PISCATAWAY TOWNSHIP SCHOOLS

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Theatre Production Workshop

Content Area: Theatre Arts
Grade Span: 11 & 12
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Approval date: August 2022

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COURSE OVERVIEW

Description

Theatre Production Workshop is a third level full year theatre course. This course will be offered as part of the Visual and Performing Arts Department. This is an advanced course for students who have a high interest in theatre, want to pursue a career in the theatre, and/or have past experience in theatre performance/design.

Within this course, students will be able to choose one of two tracks for each unit: Acting or Production. Based upon the student's interest and aspirations, students will be able to choose projects and assignments that fit their needs as an actor or as a production team member.

Requirements:

- Prerequisite Courses: Creative Drama & Acting Studio
- Students must participate in and/or attend both PHS school productions.
- After School rehearsals are required in preparation for the Children's Theatre Tour and the Director's Showcase.

Goals

Upon the completion of the course, students should be able to:

- Create a theatrical resume for acting and/or design.
- Demonstrate an understanding of pursuing a career in the theatre at a professional level.
- Effectively perform at least two contrasting monologues and/or create a design portfolio.
- Demonstrate knowledge and gain experience in a variety of different roles within a production.
- Produce a children's play that will tour to younger grades within the district.
- Develop outreach opportunities developed from themes of plays.
- Analyze scripts to identify themes, character objectives, and plot arcs.
- Perform advanced text, multi-dimensional characters, and elevated plots.
- Create designs that reflect character, plot, themes, and mood of the play.
- Establish and support a directorial vision based upon the text of a play.
- Lead a group of peers to mount a performance.
- Discuss and explain period styles of theatre and their acting/design styles.
- Differentiate between stage acting and film acting.
- Assess own, peer, and professional work and support their claims/opinions.
- Embody confidence, creativity, collaboration, and leadership.

Scope and Sequence

Unit	Topic	Length
Unit 1	Audition Techniques/Portfolio Review	4 Weeks
Unit 2	Advanced Acting Scenes/Plays	4 Weeks
Unit 3	Children's Theatre Tour	12 Weeks
Unit 4	Directing	10 Weeks

Unit 5	Period Styles of Theatre	4 Weeks
Unit 6	Acting/Designing for Film	4 Weeks
Unit 7	Performances/Guest Artists/Workshops	Flexible
Resources		
<p>Suggested Resources: <i>Drama Teacher Academy</i> <u>Theatre Games for the Classroom</u> by Viola Spollen <u>Respect for Acting</u> by Uta Hagen <u>An Actor Prepares</u> by Constantin Stanislavski <u>Sanford Meisner on Acting</u> by Sanford Meisner <u>Thinking Like a Director</u> by Michael Bloom <u>Technical Theatre for Non-Technical People</u> by Drew Campbell <u>Acting as a Business</u> by Brian O’Neill Various Plays Various Internet Sources</p>		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

Theatre Production Workshop is a third level full year theatre course. This course will be offered as part of the Visual and Performing Arts Department. This is an advanced course for students who have a high interest in theatre, want to pursue a career in the theatre, and/or have past experience in theatre performance/design.

Unit 1: Audition Techniques/Portfolio Review

The purpose of Unit 1 is for the students to develop audition and interview skills. This will be the first unit of the year to help prepare students for college auditions/interviews. Also, this will benefit students auditioning for the school productions.

Unit 2: Advanced Acting Scenes/Plays

The purpose of Unit 2 is to build upon the skills developed in the scene work/design units within Creative Drama and Acting Studio. Students will be studying plays and playwrights that they will be exposed to further on the collegiate level.

Unit 3: Children's Theatre Tour

The purpose of Unit 3 is to create and perform a children's theatre piece that will tour to the elementary, middle and/or special needs schools in the area. This unit will allow the students to have a valuable production experience.

Unit 4: Directing

The purpose of Unit 4 is to give the students the opportunity to bring a directorial vision to life and take ownership over a creative work. Students will mount a 10 minute excerpt of an established play. The students will be responsible for casting, designing, rehearsing, and producing the performance.

Unit 5: Period Styles of Theatre

The purpose of Unit 5 is to build upon the knowledge and skills students gained in the Theatre History unit during Creative Drama. This unit will allow the students to gain hands on experience with heightened language and non-contemporary acting/design styles.

Unit 6: Acting/Designing for Film

The purpose of Unit 6 is to expose the students to the world of film acting. This unit will give the students a glimpse into how film production differentiates from stage production.

Performances/Guest Artists/Workshops

Instructor will provide opportunities for the students to expand their theatre knowledge and gain valuable experience from professionals in the business. Opportunities may include attending performances, guest speakers, and workshops. These outreach opportunities will differ year to year.

*Not specifically a unit, but an essential element of this course.

State Standards

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12prof.Cr1a	Research to construct ideas about the visual composition of devised or scripted theatre work.
1.4.12prof.Cr1b	Explore the impact of technology on design choices in devised or scripted theatre work.
1.4.12prof.Cr1c	Use script analysis to generate ideas about a character that is believable and authentic.
1.4.12acc.Cr1a	Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
1.4.12acc.Cr1b	Understand and apply technology to design choices for devised or scripted theatre work.
1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
1.4.12adv.Cr1a	Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
1.4.12adv.Cr1b	Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.
1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic

Anchor Standard 2: Organizing and Developing Ideas

1.4.12prof2.Cr2a	Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work
1.4.12prof.Cr2b	Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
1.4.12acc.Cr2a	Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
1.4.12adv.Cr2b	Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.

Anchor Standard 3: Refining and Completing Products

1.4.12prof.Cr3a	Use script analysis to inform choices impacting the believability and authenticity of a character.
1.4.12prof.Cr3b	Practice devised or scripted theatre work using theatrical staging conventions.
1.4.12prof.Cr3c	Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
1.4.12acc.Cr3c	Re-imagine technical desing choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
1.4.12adv.Cr3a	Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.

1.4.12adv.Cr3b	Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions
1.4.12.adv.Cr3c	Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
1.4.12acc.Pr4b	Apply theatrical elements and research to create a design that communicates the concept of a theatre production.
1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
1.4.12adv.Pr4b	Create and justify a selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.4.12prof.Pr5a	Identify and explore different pacing options per character to better communicate the story in a theatre work.
1.4.12prof.Pr5b	Explore and discover character choices using given circumstances in devised or scripted theatre work.
1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
1.4.12acc.Pr5b	Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
Anchor Standard 6: Conveying Meaning Through Art	
1.4.12prof.Pr6a	Perform devised or scripted theatre work for a specific audience.
1.4.12acc.Pr6a	Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
Anchor Standard 7: Perceiving and Analyzing Products	
1.4.12prof.Re7a	Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
1.4.12prof.Re7b	Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.

1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations of artistic choices in a theatrical work.
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
Anchor Standard 8: Interpreting intent and meaning	
1.4.12prof.Re8a	Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
1.4.12prof.Re8c	Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.
1.4.12acc.Re8a	Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations
1.4.12acc.Re8c	Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
1.4.12adv.Re8a	Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
Anchor Standard 9: Applying criteria to evaluate products	
1.4.12prof.Re9a	Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
1.4.12prof.Re9b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
1.4.12prof.Re9c	Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre works.
1.4.12acc.Re9b	Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding
1.4.12acc.Re9c	Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
1.4.12adv.Re9a	Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.

1.4.12acc.Re9c	Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.4.12prof.Cn10a	Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
1.4.12acc.Cn10a	Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.
1.4.12adv.Cn10a	Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.4.12prof.Cn11a	Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.
1.4.12acc.Cn11a	Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.
1.4.12acc.Cn11b	Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.
1.4.12adv.Cn11a	Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.
1.4.12adv.Cn11c	Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.

UNIT 1: Audition Techniques/Portfolio Review

Summary and Rationale

Within this unit, students will develop audition and interview skills. This will be the first unit of the year to help prepare students for college auditions/interviews. Also, this will benefit students auditioning for the school productions.

Acting: Actors will prepare contrasting contemporary monologues that fit their type. Actors will formulate a resume and create other audition materials.

Production: Directors, Stage Managers, Designers will put together a production/design portfolio on past productions they have worked on. Production members will also create a resume and create other interview materials.

Learning Goals:

- Create a theatrical resume for acting and/or production.
- Demonstrate an understanding of pursuing a career in the theatre at a professional level.
- Effectively perform at least two contrasting monologues and/or Create a production/design portfolio.
- Analyze scripts to identify themes, character objectives, and plot arcs.
- Embody confidence, creativity, collaboration, and leadership.
- Assess own, peer, and professional work and support their claims/opinions.

Assessment:

Teacher-based rubrics as well as student-created rubrics will be used for performance assessments. Peer and self-reflection will be used as a feedback mechanism throughout the creative process.

Recommended Pacing

4 Weeks

State Standards

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12prof.Cr1c	Use script analysis to generate ideas about a character that is believable and authentic.
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1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
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1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.
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Anchor Standard 3: Refining and Completing Products

1.4.12prof.Cr3a	Use script analysis to inform choices impacting the believability and authenticity of a character.
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1.4.12prof.Cr3c	Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
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1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
1.4.12adv.Cr3a	Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.
Anchor Standard 8: Interpret intent and meaning	
1.4.12prof.Re8a	Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play's history, culture, and political context.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • Actors must personally connect to their audition material. • Designers must present work that reflects their personal aesthetic and style. • Extensive preparation and total focus will create confidence within the audition/interview process. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What colleges offer theatre programs? • What is the college audition/interview process like? What are the audition requirements? • Why is it important to prepare for auditions? • How do I control my nerves before and during an audition? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Colleges that offer theatre programs in acting, musical theatre, and technical theatre. • The difference between a conservatory program and a liberal arts theatre program. • Audition/Interview Techniques • The process of college auditions and interviews. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Create a Theatrical Resume. • Prepare and Perform two contrasting monologues. • Prepare and Discuss a design portfolio. • Critique and offer feedback on peer's work. 	
Resources	
<p>Suggested Resources: Drama Teacher Academy Acting as a Business by Brian O'Neill Various Plays Various Internet Resources</p>	

UNIT 2: Advanced Acting Scenes/Plays

Summary and Rationale

Within this unit, students will be studying plays and playwrights that they will be exposed to further on the collegiate level.

Acting: Within this unit, actors will analyze, rehearse, and perform acting scenes from classic, contemporary, and new plays.

Production: Within this unit, directors, stage managers, designers will research the influential production teams who originally directed, stage managed, designed technical elements for classic, contemporary, and new plays. Students will analyze and critique the original visions, concepts, designs, and create original visions, concepts, designs for the production if it was to be performed today.

Learning Goals:

- Analyze scripts to identify themes, character objectives, and plot arcs.
- Perform advanced text, multi-dimensional characters, and elevated plots.
- Create visions/designs that reflect character, plot, themes, and mood of the play.
- Embody confidence, creativity, collaboration, and leadership.
- Assess own, peer, and professional work and support their claims/opinions.

Assessment:

Teacher-based rubrics as well as student-created rubrics will be used for performance/design assessments. Peer and self-reflection will be used as a feedback mechanism throughout the creative process.

Recommended Pacing

4 Weeks

State Standards

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12prof.Cr1a	Research to construct ideas about the visual composition of devised or scripted theatre work.
1.4.12prof.Cr1b	Explore the impact of technology on design choices in devised or scripted theatre work.
1.4.12acc.Cr1a	Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.
1.4.12acc.Cr1b	Understand and apply technology to design choices for devised or scripted theatre work.
1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
1.4.12adv.Cr1a	Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
1.4.12adv.Cr1b	Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.
1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic

Anchor Standard 3	
1.4.12adv.Cr3a	Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work
1.4.12adv.Cr3c	Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
1.4.12acc.Pr4b	Apply theatrical elements and research to create a design that communicates the concept of a theatre production.
1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
1.4.12adv.Pr4b	Create and justify a selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.4.12prof.Pr5a	Identify and explore different pacing options per character to better communicate the story in a theatre work.
1.4.12prof.Pr5b	Explore and discover character choices using given circumstances in devised or scripted theatre work.
1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
1.4.12acc.Pr5b	Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • A few key playwrights have produced works that continue to be influential and impactful in today's society. • Actors must experiment with a variety of techniques to discover which one works best for them. • Truth in acting requires listening and reacting moment by moment. • An actor must maintain a healthy voice and body through daily exercises. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Who are the most influential playwrights of the past and present? • What works have these playwrights produced? What were the plays' impactful? • How can I access all of my emotions for a truthful performance? • How can I advance my performance skills to become a better and more confident actor? • How can I access my personal design style and aesthetic to create an original design for an American classic? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> • Influential Playwrights and Plays • Play Analysis Terms 	

Students will be able to:

- Analyze and Discuss classic, contemporary, and new plays/scenes
- Perform scenes from classic, contemporary, and new plays.
- Create an original design for a classic, contemporary, and new plays.

Resources

Suggested Resources:

Respect for Acting

by Uta Hagen

An Actor Prepares

by Constantin Stanislavski

Sanford Meisner on Acting

by Sanford Meisner

Drama Teacher Academy

Various Plays

UNIT 3: Children’s Theatre Tour

Summary and Rationale

Within this unit, students will create and perform a children’s theatre piece which will tour the elementary, middle and/or special needs schools in the area. Students may perform, design, choreograph, direct, or stage manage the production. Production may be original or an established script. After each performance, students will hold a talk back or coordinate an activity pertaining to the themes of the production. This unit has the opportunity to be cross-curricular and connect to the younger students within the district. At the conclusion of the unit, students will have gained a valuable production experience.

Learning Goals:

- Demonstrate knowledge and gain experience in a variety of different roles within a production.
- Produce a children’s play that will tour to younger grades within the district.
- Develop outreach opportunities developed from themes of plays.
- Analyze scripts to identify themes, character objectives, and plot arcs.
- Embody confidence, creativity, collaboration, and leadership.
- Assess own, peer, and professional work and support their claims/opinions.

Assessment:

Teacher-based rubrics as well as student-created rubrics will be used for performance/production assessments. Peer and self-reflection will be used as a feedback mechanism throughout the creative process.

Recommended Pacing

12 Weeks

State Standards

Anchor Standard 2: Organizing and Developing Ideas

1.4.12prof.Cr2b	Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.
1.4.12adv.Cr2b	Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.

Anchor Standard 3: Refining and Completing Products

1.4.12prof.Cr3b	Practice devised or scripted theatre work using theatrical staging conventions.
1.4.12prof.Cr3c	Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
1.4.12acc.Cr3c	Re-imagine technical desing choices during the course of the rehearsal process to enhance the story and emotional impact of a devised or scripted theatre work.
1.4.12adv.Cr3b	Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions

1.4.12.adv.Cr3c	Originate and construct technical design choices that support the story and emotional impact of a devised or scripted theatre work.
Anchor Standard 8: Interpreting intent and meaning	
1.4.12.prof.Re8c	Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.
1.4.12.acc.Re8c	Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
1.4.12.adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.4.12.prof.Cn10a	Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.
1.4.12.acc.Cn10a	Choose, interpret and perform devised or scripted theatre work to reflect or question personal beliefs.
1.4.12.adv.Cn10a	Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Theatre is a powerful art form that is impactful for all ages. • Theatre has the ability to tell stories and start a discussion about any subject matter. • Mounting a production takes dedication, time, organization, patience, and hard work. • Creating and Performing a successful production is a team effort. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What roles make up a production team? • What content is appropriate for specific age groups? • How should time/responsibilities be divided in order to meet the deadline of an opening performance? • How can theatre be impactful for an audience beyond the performance? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The roles of a production. • The Production Process. • The efforts and elements of mounting a production. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Choose a play that connects to the younger grade's curriculum, development, and/or interests. • Create a rehearsal schedule. • Take on a variety roles within the Production Process. • Rehearse a production. • Build/Create Costumes, Props, and/or Scenic Elements. • Perform a TYA play for the younger students within the district. • Create activities/discussions pertaining to the themes of the TYA play. <p><i>Optional Goal:</i></p>	

- Create and write an original play that connects to the younger grade’s curriculum, development, and/or interests.

Resources

Suggested Resources:

Drama Teacher Academy

Various Plays

Thinking Like a Director

by Michael Bloom

Technical Theatre for Non-Technical

People

by Drew Campbell

UNIT 4: Directing

Summary and Rationale

Within this unit, students will work in small groups to direct 10 minute excerpts of an established play. Students will choose a play, edit the script, create a vision and technical design presentation, cast the show, and run rehearsals. Students will cast their peers within the Theatre Production Workshop class, and this will provide students within the class to gain more acting experience and an opportunity to explore more characters. Students will also analyze and critique their peers' one acts.

Learning Goals:

- Establish and support a directorial vision based upon the text of a play.
- Lead a group of peers to mount a performance.
- Create designs that reflect character, plot, themes, and mood of the play.
- Embody confidence, creativity, collaboration, and leadership.
- Assess own, peer, and professional work and support their claims/opinions.

Assessment:

Teacher-based rubrics as well as student-created rubrics will be used for performance/design assessments. Peer and self-reflection will be used as a feedback mechanism throughout the creative process.

Recommended Pacing

10 Weeks

State Standards

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
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Anchor Standard 6: Conveying Meaning Through Art

1.4.12prof.Pr6a	Perform devised or scripted theatre work for a specific audience.
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1.4.12acc.Pr6a	Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
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1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
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Anchor Standard 7: Perceiving and Analyzing Products

1.4.12prof.Re7a	Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
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1.4.12prof.Re7b	Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
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1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations of artistic choices in a theatrical work.
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.

Anchor Standard 8

1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations
1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.

Anchor Standard 9: Applying criteria to evaluate products

1.4.12prof.Re9a	Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
1.4.12prof.Re9c	Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre works.
1.4.12acc.Re9c	Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
1.4.12adv.Re9a	Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
1.4.12acc.Re9c	Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.

Instructional Focus

Unit Enduring Understandings

- Every element of a play is important: acting, design, technical elements, stage management, and directing.
- Directors must analyze the play's themes, style, tone, and mood.
- The director's vision must be based on careful analysis of the play: text, playwright, themes, time period, etc.
- Director's must earn the respect of their cast by showcasing professionalism, commitment, and passion.
- Organization and Planning are essential to effective play production.

Unit Essential Questions

- How do I create a vision for a production?
- How do I effectively cast a production?
- How do I structure rehearsals?
- How do I help actors to understand the play and develop their characters?
- How do I deal with difficult personalities and conflicts within the company?
- How does my vision come to life during the rehearsal process?

Objectives

Students will know:

- The Directing Process
- Roles of a Production Team

Students will be able to:

- Effectively choose a play to direct.
- Create a 10 minute excerpt of a play
- Create a vision for the play.
- Cast the play and lead rehearsals.
- Create a design for the play.
- Self and Peer Assess Directing Skills

Resources

Suggested Resources:

Theatre Games for the Classroom

by Viola Spollen

Thinking Like a Director

by Michael Bloom

Technical Theatre for Non-Technical

People

by Drew Campbell

Various Plays

Various Internet Sources

UNIT 5: Period Styles of Theatre

Summary and Rationale

Within this unit, students will explore period styles of theatre. This is an advanced study and it builds upon the Theatre History unit in Acting Studio. Periods of study will include Ancient Greek, Commedia dell’arte, Renaissance, Restoration, and Realism.

Acting: Actors will prepare and perform monologues and scenes from different period style plays using the correct acting technique of the time period.

Production: Directors, Stage Managers, Designers will research and design historically accurate visions, concepts, designs for period style plays. (acting style, direction, props, scenic, costume, and/or hair/make up)

*This unit may not be taught every school year. May alternate with Acting/Designing for Film Unit.

Learning Goals:

- Discuss and explain period styles of theatre and their acting/design styles.
- Analyze scripts to identify themes, character objectives, and plot arcs.
- Perform advanced text, multi-dimensional characters, and elevated plots.
- Create designs that reflect character, plot, themes, and mood of the play.
- Embody confidence, creativity, collaboration, and leadership.
- Assess own, peer, and professional work and support their claims/opinions.

Assessment:

Teacher-based rubrics as well as student-created rubrics will be used for performance/design assessments. Peer and self-reflection will be used as a feedback mechanism throughout the creative process.

Recommended Pacing

4 Weeks

State Standards

Anchor Standard 2: Organizing and Developing Ideas

1.4.12prof2.Cr2a	Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work
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1.4.12acc.Cr2a	Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
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Anchor Standard 3: Refining and Completing Products

1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
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Anchor Standard 8: Interpreting intent and meaning

1.4.12prof.Re8a	Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play’s history, culture, and political context.
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1.4.12prof.Re8c	Formulate a deeper understanding and appreciation of a devised or scripted theatre work by considering its specific purpose or intended audience.
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1.4.12acc.Re8a	Analyze and assess a devised or scripted theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
1.4.12adv.Re8a	Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.12prof.Re9b	Identify and compare cultural perspectives and contexts that may influence the evaluation of a devised or scripted theatre work.
1.4.12acc.Re9b	Apply concepts from devised or scripted theatre work for personal realization about cultural perspectives and understanding
1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.4.12prof.Cn11a	Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work.
1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre work.
1.4.12acc.Cn11a	Integrate conventions and knowledge from different art forms and other disciplines to examine cross-cultural devised or scripted theatre works.
1.4.12acc.Cn11b	Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.
1.4.12adv.Cn11a	Develops devised or scripted theatre work that identifies and questions cultural, global, and historic belief systems.
1.4.12adv.Cn11c	Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Theatre has evolved and changed over time. • Each period has specific conventions that determine acting and design styles. • Actors must understand the dress, customs, and manners of each period to portray characters and themes correctly. • Elevated language and heightened text are vocally and physically more demanding than contemporary plays. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How did acting/design change throughout history? • How do I analyze period/heightened text? • Why is it important to study period styles of theatre? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Acting/Design traditions of period styles of theatre. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze heightened text. • Perform monologues/scenes from period styles of theatre. 	

- Design historically accurate technical elements (scenic, costume, hair/make up)
- Self and Peer Assess Performances/Design

Resources

Suggested Resources:

Drama Teacher Academy
Various Plays
Various Internet Sources
Theatre History Texts

UNIT 6: Acting/Designing for Film

Summary and Rationale

Within this unit, actors and designers will explore the world of film. Students will compare and contrast the world of film with the world of the theatre. Topics of discussion will be acting techniques, design elements, the casting process, rehearsals, and performances/shoots. If possible, students will work with the TV Production class to create a short film.

*This unit may not be taught every school year. May alternate with Period Styles of Theatre Unit.

Learning Goals:

- Differentiate between stage acting and film acting.
- Analyze scripts to identify themes, character objectives, and plot arcs.
- Perform film scripts with film acting techniques.
- Create designs that reflect character, plot, themes, and mood of the film.
- Embody confidence, creativity, collaboration, and leadership.
- Assess own, peer, and professional work and support their claims/opinions.

Assessment:

Teacher-based rubrics as well as student-created rubrics will be used for performance/design assessments. Peer and self-reflection will be used as a feedback mechanism throughout the creative process.

Recommended Pacing

4 Weeks

State Standards

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12prof.Cr1c	Use script analysis to generate ideas about a character that is believable and authentic.
1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.
1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.

Anchor Standard 3: Refining and Completing Products

1.4.12prof.Cr3a	Use script analysis to inform choices impacting the believability and authenticity of a character.
1.4.12acc.Cr3a	Explore physical and vocal choices to develop a character that is believable and authentic in devised or scripted theatre work.
1.4.12adv.Cr3a	Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.
1.4.12adv.Cr3b	Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.

Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12acc.Pr4a	Refine a range of acting skills to build believable and sustainable characters in a devised or scripted theatre performance.
1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.4.12prof.Pr5a	Identify and explore different pacing options per character to better communicate the story in a theatre work.
1.4.12prof.Pr5b	Explore and discover character choices using given circumstances in devised or scripted theatre work.
1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters in devised or scripted theatre work.
1.4.12acc.Pr5b	Identify how essential text information, research from various sources, and the director's concept to influence character choices in a theatre work.
1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Acting for the stage differs from acting for film. Actors/Designers must have a basic understanding of camera work/angles to produce effective work. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How does film acting differ from stage acting? How does a film audition differ from a theatre audition? How do I gain more experience in film? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> Film acting techniques Roles on a Film Production Team Film Opportunities <p>Students will be able to:</p> <ul style="list-style-type: none"> Practice film acting techniques through mock auditions and film scenes. Create a short film with film students. 	
Resources	
<p>Core Text: Various Internet Sources</p>	

Theatre Production Workshop IS

COURSE OVERVIEW

Description

Theatre Production Workshop IS is a fourth level full year theatre course. This course will be offered as part of the Visual and Performing Arts Department. This is an advanced course for students who have a high interest in theatre, want to pursue a career in the theatre, and/or have past experience in theatre performance/design.

Students enrolled in Theatre Production Workshop IS will continue to participate in the level 3 units, but will also complete additional projects throughout the year.

Requirements:

- Prerequisite Courses: Creative Drama, Acting Studio, & Theatre Production Workshop.
- Students must participate in and/or attend both PHS school productions.
- After School rehearsals are required in preparation for the Children’s Theatre Tour and the Spring PHS Theatre Fest.

Goals

Upon the completion of the course, students should be able to:

- Create a theatrical resume for acting and/or design.
- Demonstrate an understanding of pursuing a career in the theatre at a professional level.
- Effectively perform at least two contrasting monologues and/or Create a design portfolio.
- Demonstrate knowledge and gain experience in a variety of different roles within a production.
- Produce a children’s play that will tour to younger grades within the district.
- Develop outreach opportunities developed from themes of plays.
- Analyze scripts to identify themes, character objectives, and plot arcs.
- Perform advanced text, multi-dimensional characters, and elevated plots.
- Discuss and explain period styles of theatre and their acting/design styles.
- Differentiate between stage acting and film acting.
- **Collaborate and write an original one act play.**
- **Create dynamic characters and plots within effective storytelling for the stage.**
- **Edit and Reimagine ideas throughout the writing process**
- **Create designs that reflect character, plot, themes, and mood of the play.**
- **Establish and support a directorial vision based upon the text of a play.**
- **Lead a group of peers to mount a production.**
- Assess own, peer, and professional work and support their claims/opinions.
- Embody confidence, creativity, collaboration, and leadership.

***Bold** – specific goals for the TPW IS Students

Scope and Sequence		
Unit	Topic	Length
Unit A	Writing an Original One Act Play	10 Weeks
Unit B	Directing an Original One Act Play	10 Weeks
Resources		
<p>Suggested Resources: <i>Drama Teacher Academy</i></p> <p><u>Teaching Playwriting: The Essential Handbook: A Step-by-Step Guide to Fostering Creativity in Your Classroom</u> by Sophia Chapadjiev</p> <p><u>Playwriting and Young Audiences: Collected Wisdom and Practical Advice from the Field (Theatre in Education)</u> by Matt Omasta</p> <p><u>Thinking Like a Director</u> by Michael Bloom <u>Technical Theatre for Non-Technical People</u> by Drew Campbell</p>		

TPW IS Unit A: Writing an Original One Act Play

Summary and Rationale

Within this unit, students will collaborate in small groups to write an original one act play. Throughout this unit, students will brainstorm ideas, will meet writing goals based upon a teacher provided timeline, and participate in play readings throughout their writing process. Students will end the unit with a full draft of their one act play. Students will continue to work on their original plays within the next TPW IS unit, *Directing an Original One Act Play*.

Learning Goals:

- Collaborate and write an original one act play.
- Create dynamic characters and plots within effective storytelling for the stage.
- Edit and Reimagine ideas throughout the writing process

Assessment:

Teacher-based rubrics as well as student-created rubrics will be used for writing check ins. Peer and self-reflection will be used as a feedback mechanism throughout the creative process.

Recommended Pacing

10 Weeks

State Standards

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12prof.Cr1a	Research to construct ideas about the visual composition of devised or scripted theatre work.
1.4.12acc.Cr1c	Use personal experiences and knowledge to develop a character that is believable and authentic.

Anchor Standard 2: Organizing and Developing Ideas

1.4.12adv.Cr2a	Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
1.4.12adv.Cr2b	Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
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Anchor Standard 6: Conveying Meaning Through Art

1.4.12acc.Pr6a	Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
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Anchor Standard 7: Perceiving and Analyzing Products

1.4.12prof.Re7a	Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
1.4.12prof.Re7b	Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations of artistic choices in a theatrical work.
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
Anchor Standard 8	
1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations
1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
Anchor Standard 9: Applying criteria to evaluate products	
1.4.12prof.Re9a	Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
1.4.12prof.Re9c	Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre works.
1.4.12acc.Re9c	Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
1.4.12adv.Re9a	Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
1.4.12acc.Re9c	Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Every element of a play is important: writing, acting, design, technical elements, stage management, and directing. • Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • Playwrights bring their stories to life through characters, dialogue, and setting • Not all plays look and sound the same. Various story structures exist within theatrical works. • Theatre artists can connect what they create to their own lives. 	

Unit Essential Questions

- Where can ideas for original plays formulate from?
- How do I effectively develop a character in writing?
- What type of story structure will support my original idea?
- How do I edit and revise throughout the writing process?
- How can I overcome writer's block?
- Why is it important to connect personally to your writing?
- How do I include all theatrical elements within my original play (scenic, lighting, sound, costuming, etc.)

Objectives**Students will know:**

- The Writing Process
- Effective Plot Structure and Character Development
- Revising & Editing

Students will be able to:

- Brainstorm play ideas
- Develop plot and characters effectively
- Revise and Edit with self, peer, and teacher feedback
- Self and Peer Assess Original Plays.

Resources**Suggested Resources:**

Drama Teacher Academy

Teaching Playwriting: The Essential Handbook: A Step-by-Step Guide to Fostering Creativity in Your Classroom by Sophia Chapadjiev

Playwriting and Young Audiences: Collected Wisdom and Practical Advice from the Field (Theatre in Education) by Matt Omasta

TPW IS Unit B: Directing an Original One Act Play

Summary and Rationale

Within this unit, students will continue to work in their small groups to direct their original play in the *Spring PHS Theatre Fest*. Students will continue to edit their play, create a vision presentation, design and create the technical elements, cast the show, run rehearsals, and tech the production. The *Spring PHS Theatre Fest* will be performed in the PAC in front of a live audience during the 4th Marking Period. Students will cast students from the school, and this will provide the student body with another performance opportunity during the school year. Students will also analyze and critique their peers' original plays.

Learning Goals:

- Establish and support a directorial vision based upon the text of a play.
- Lead a group of peers to mount a production.
- Create designs that reflect character, plot, themes, and mood of the play.
- Embody confidence, creativity, collaboration, and leadership.
- Assess own, peer, and professional work and support their claims/opinions.

Assessment:

Teacher-based rubrics as well as student-created rubrics will be used for performance/design assessments. Peer and self-reflection will be used as a feedback mechanism throughout the creative process.

Recommended Pacing

10 Weeks

State Standards

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.4.12adv.Pr5a	Experiment with theatrical styles to form unique choices for a directorial concept in a devised or scripted theatre work.
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Anchor Standard 6: Conveying Meaning Through Art

1.4.12prof.Pr6a	Perform devised or scripted theatre work for a specific audience.
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1.4.12acc.Pr6a	Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience.
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1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
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Anchor Standard 7: Perceiving and Analyzing Products

1.4.12prof.Re7a	Utilize personal reactions and reflections to artistic choices in a theatrical work for a formal theatre critique.
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1.4.12prof.Re7b	Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
1.4.12acc.Re7b	Apply theatre elements and production values to formal and informal evaluations of artistic choices in a theatrical work.
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
Anchor Standard 8	
1.4.12acc.Re8b	Construct meaning in a devised or scripted theatre work considering personal aesthetics and knowledge of production elements while respecting others' interpretations
1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
Anchor Standard 9: Applying criteria to evaluate products	
1.4.12prof.Re9a	Analyze and compare artistic choices developed from personal experiences in multiple devised or scripted theatre works.
1.4.12prof.Re9c	Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
1.4.12acc.Re9a	Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre works.
1.4.12acc.Re9c	Debate and distinguish multiple aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
1.4.12adv.Re9a	Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
1.4.12acc.Re9c	Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Every element of a play is important: acting, design, technical elements, stage management, and directing. • Directors must analyze the play's themes, style, tone, and mood. • The director's vision must be based on careful analysis of the play: text, playwright, themes, time period, etc. • Director's must earn the respect of their cast by showcasing professionalism, commitment, and passion. • Organization and Planning are essential to effective play production. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do I create a vision for a production? • How do I effectively cast a production? • How do I structure rehearsals? • How do I help actors to understand the play and develop their characters? 	

- How do I deal with difficult personalities and conflicts within the company?
- How does my vision come to life during the tech process?

Objectives

Students will know:

- The Directing Process
- Roles of a Production Team

Students will be able to:

- Effectively edit the play.
- Create a vision for the play.
- Cast the play and lead rehearsals.
- Create and produce a design for the play.
- Tech the play.
- Self and Peer Assess Original Plays.

Resources

Suggested Resources:

Theatre Games for the Classroom

by Viola Spollen

Thinking Like a Director

by Michael Bloom

Technical Theatre for Non-Technical

People

by Drew Campbell

Various Plays

Various Internet Sources