



PISCATAWAY TOWNSHIP SCHOOLS

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Creative Dramatics

Content Area: Theatre Arts
Grade Span: Grades 9 – 12
Revised by: Mike Yoson, Theatre Arts Teacher
Presented by:
Approval date: August 2020

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COURSE OVERVIEW

Description

Creative Dramatics is a first level full year theatre course. This course will be offered as part of the Visual and Performing Arts Department. This is an intro-level course for students who want to explore the world of theatre. Students will be exposed to all different aspects of theatre – performance, tech, production, and history. No theatre experience necessary.

Requirements:

- Students will be required to attend or participate in at least one PHS school production.

Goals

Students will know:

- The Impact of a Theatre Arts Education
- The importance of an ensemble in the classroom and on stage
- The purpose of using the Stage Areas
- The elements of different theatre spaces
- The Parts of a Proscenium theatre and their functions
- Kinds of Theatrical Productions
- Jobs of the theatre and their responsibilities
- The Production Process
- Technical Theatre Terminology and Definitions
- Responsibilities of technical theatre jobs
- The Design Areas and their roles in a production
- Skills for a successful Improver
- Elements of a well developed character
- Elements of an Effective Plot Structure
- Elements and Tips to a successful Improv Scene
- Devised/Improv Performance vs. Scripted Performance
- The eras of theatre history and their chronological order
- Characteristics, methods, and influential artists of each theatrical time period
- Design Elements and Theater Structure of each time period
- Acting techniques of each time period
- Criteria of Script Analysis
- Effective Plot Structure in a Scripted Work (Freytag's Pyramid)
- Definition of Themes and Playwright's Intent
- Definitions and Purpose of Objectives, Obstacles, Tactics, & Stakes
- Character Analysis Terms
- Memorization Techniques
- Monologue Techniques
- Blocking Methods
- Stage Performance Skills

Students will be able to:

- Express the importance of being in a theatre arts course
- Formulate a working ensemble within the classroom environment through group bonding exercises.
- Utilize the stage areas in performance.
- Compare and Contrast Theatre Spaces
- Label the parts of a Proscenium theater and express the elements function.
- Compare the different kinds of theatrical productions and explain their qualities
- Describe jobs of the theatre and their responsibilities
- Sequence the elements of the production process and explain each elements purpose
- Research industry professionals and explore their impact on the theatre community
- Identify, define, and use basic technical theatre terminology.
- Describe the responsibilities of technical personnel, including designers, creators, and operators.
- Explain technical components of theatre – scenery, props, lighting, sound, costuming, hair and make up.
- Analyze a script based on technical production needs either from a historical or form contemporary standards.
- Evaluate and critique design/technical choices based on an established criteria and class standards.
- Create a technical design for a theatrical piece.
- Expand themselves creatively through improv exercises.
- Identify the key elements to a successful improv scene.
- Identify and demonstrate the skills of a successful improv actor.
- Create and perform a well-crafted character.
- Collaborate with peers to create a well-crafted scene.
- Devise a performance piece with effective plot structure, setting, and characters.
- List the era of theatre in chronological order.
- Describe the characteristics, methods, and influential artists of each theatrical time period.
- Analyze text from each theatrical time period.
- Explain the design elements and theater structures of each time period.
- Perform basic acting techniques of each time period.
- Identify and examine the plot structure of scripted work.
- Analyze themes within a scripted work.
- Create character objectives, obstacles, tactics, and stakes.
- Examine dialogue and detect subtext in plays.
- Analyze playwright’s intent and the historical relevance of plays.
- Critique scripted theatrical text using educated and well-informed opinions.
- Analyze characters, monologues, and scenes to identify plot structure, themes, objectives, obstacles, tactics, and stakes.
- Create and perform truthful and well-developed characters in monologues and scenes.
- Perform and deliver memorized text in monologues and scenes.
- Execute truthful and motivated acting choices within monologues and scenes.
- Establish a relationship and connection with scene partners.
- Develop and perform effective blocking within a scene.

Scope and Sequence		
Unit	Topic	Length
Unit 1	Welcome to Theatre	4 Weeks
Unit 2	Jobs of the Theatre and the Production Process	4 weeks
Unit 3	Technical Theatre	5 weeks
Unit 4	Improvisational Acting	5 Weeks
Unit 5	Theatre History	5 Weeks
Unit 6	Script Analysis	5 Weeks
Unit 7	Scripted Acting	10 Weeks
Resources		
<p>Suggested Resources: <i>Drama Teacher Academy</i> <u>Technical Theatre for Non-Technical People</u> by Drew Campbell <u>How Does the Show Go On?</u> By Thomas Schumacher <u>Drama Games & Improvs</u> by Justine Jones and Mary Ann Kelley <u>Theatre Games for the Classroom</u> by Viola Spolin <u>An Actor Prepares</u> by Konstantin Stanislavski <u>Creating a Character</u> by Konstantin Stanislavski <i>Broadway Community Project</i> by Playbill.com Various Plays Various Internet Sources</p>		

UNIT 1: Welcome to Theatre

Summary and Rationale	
<p>Within this unit, students will be introduced to theatre performance, the theatrical space, and build an ensemble within the classroom. Students will view theatrical works, explore different types of theater spaces, practice utilizing the stage areas, and build a community of trust and respect in the classroom through theatre exercises and performance.</p>	
<p>Assessments:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project 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.Cr1b	Explore the impact of technology on design choices in devised or scripted theatre work.
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.
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.
1.4.12acc.Cr3b	Use the rehearsal process to analyze and revise a devised or scripted theatre work using theatrical staging conventions.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12prof.Pr4a	Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.4.12acc.Pr5a	Discover how unique choices shape believable and sustainable characters 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.
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.
Anchor Standard 8: Interpreting intent and meaning	
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
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.12prof.Re9c	Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship. • Theatre and arts play a significant role in human history and culture. • A theatre space is made up of purposeful elements to enhance the theatrical experience. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why is theatre important? • What can theatre teach us? • What are the basic elements of theater? • What is an ensemble? • How does being an ensemble effect our theatrical learning environment? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The Impact of a Theatre Arts Education • The importance of an ensemble in the classroom and on stage • The purpose of using the Stage Areas • The elements of different theatre spaces • The Parts of a Proscenium theatre and their functions <p>Students will be able to:</p> <ul style="list-style-type: none"> • Express the importance of being in a theatre arts course • Formulate a working ensemble within the classroom environment through group bonding exercises. • Utilize the stage areas in performance. • Compare and Contrast Theatre Spaces • Label the parts of a Proscenium theater and express the elements function. 	
Resources	
<p>Suggested Resources: Drama Teacher Academy How Does the Show Go On? By Thomas Schumacher Various Internet Resources</p>	

UNIT 2: Jobs in the Theatre and the Production Process

Summary and Rationale	
<p>Within this unit, students will explore the different kinds of theatrical productions, the variety of jobs in the theatre, and the overall production process. Students will make real world connections to current theatrical works and industry professionals, and examine how a new play/musical goes from an idea to Broadway and beyond.</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project 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	
1.4.12prof.2.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
Anchor Standard 8: Interpreting intent and meaning	
1.4.12prof.Re8b	Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline
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
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.
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

Instructional Focus

Unit Enduring Understandings

- A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
- Theatre expands past Broadway and New York City.
- An artist can have a career in the theatre and not be an actor.
- It takes time, dedication, passion, artistry, and money to bring an idea to a Broadway stage and beyond.

Unit Essential Questions

- What jobs are in the theatre profession?
- What responsibilities and duties do these jobs have?
- What type of theatre exists beyond Broadway and New York City?
- How does an idea for a new play/musical go from just an idea to Broadway and beyond?

Objectives

Students will know:

- Kinds of Theatrical Productions
- Jobs of the theatre and their responsibilities
- The Production Process

Students will be able to:

- Compare the different kinds of theatrical productions and explain their qualities
- Describe jobs of the theatre and their responsibilities
- Sequence the elements of the production process and explain each elements purpose
- Research industry professionals and explore their impact on the theatre community

Resources

Suggested Resources:

Drama Teacher Academy

[How Does the Show Go On?](#) By Thomas

Schumacher

Broadway Community Project by

Playbill.com

Various Internet Resources

UNIT 3: Technical Theatre

Summary and Rationale	
<p>Within this unit, students will study the process of creating, developing, and operating the technical components of theatre. The technical areas that will be covered within the unit are: Scenic, Lighting, Sound, Props, Costumes, Hair, and Make Up. Students will conclude the unit by creating a technical design proposal for a theatrical work.</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project assessments. • Peer and self-reflection will be used as a feedback mechanism throughout the creative process. 	
Recommended Pacing	
5 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.Cr1b	Understand and apply technology to design choices for devised or scripted theatre work.
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
1.4.12acc.Cr2a	Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.
Anchor Standard 3: Refining and Completing Products	
1.4.12prof.Cr3c	Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12adv.Pr4b	Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
Anchor Standard 7: Perceiving and Analyzing Products	
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 or artistic choices in a theatrical work.
Anchor Standard 8: Interpreting intent and meaning	

1.4.12prof.Re8b	Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline
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Instructional Focus

Unit Enduring Understandings

- A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
- Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.
- Technical Elements of a production has the ability to enhance and add to the storytelling.

Unit Essential Questions

- What is the role of theatre designer?
- What are the technical aspects of theatre?
- What career opportunities are available for theatre technicians?
- How can theatre technology enhance the aesthetic responses of observers of dramatic productions?
- Why is technical theatre important to a theatrical production?
- How do the technical aspects of theatre create the world of the play?

Objectives

- Students will know:**
- Technical Theatre Terminology and Definitions
 - Responsibilities of technical theatre jobs
 - The Design Areas and their roles in a production
- Students will be able to:**
- Identify, define, and use basic technical theatre terminology.
 - Describe the responsibilities of technical personnel, including designers, creators, and operators.
 - Explain technical components of theatre – scenery, props, lighting, sound, costuming, hair and make up.
 - Analyze a script based on technical production needs either from a historical or form contemporary standards.
 - Evaluate and critique design/technical choices based on an established criteria and class standards.
 - Create a technical design for a theatrical piece.

Resources

Suggested Resources:
Drama Teacher Academy
[Technical Theatre for Non-Technical People](#)
by Drew Campbell
Various Plays
Various Internet Sources

UNIT 4: Improvisational Acting

Summary and Rationale	
<p>Within this unit, students will be introduced to performing through improvisational acting. Students will explore effective plot structure, character development, and collaboration with fellow performers. Students will devise work throughout the unit that will encompass fully developed characters, effective plot structure, established settings, and successful ensemble work.</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project assessments. • Peer and self-reflection will be used as a feedback mechanism throughout the creative process. 	
Recommended Pacing	
5 Weeks	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
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 3: Refining and Completing Products	
1.4.12prof.Cr3b	Practice devised or scripted theatre work using theatrical staging conventions.
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
1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.4.12prof.Pr4a	Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
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.
Anchor Standard 6: Conveying Meaning Through Art	
1.4.12prof.Pr6a	Perform devised or scripted theatre work for a specific audience.
Anchor Standard 7: Perceiving and Analyzing Products	
1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent. • Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions. • Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is improvisational acting? • How can being trained in improv help us as actors? • What skills do actors need to be a successful improv actor? • What elements make up a successful improv scene? • What is a character? • How do you develop a well- defined character in an improv? • What is the difference between devised and scripted work? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Skills for a successful Improver • Elements of a well developed character • Elements of an Effective Plot Structure • Elements and Tips to a successful Improv Scene • Devised/Improv Performance vs. Scripted Performance <p>Students will be able to:</p> <ul style="list-style-type: none"> • Expand themselves creatively through improv exercises. • Identify the key elements to a successful improv scene. • Identify and demonstrate the skills of a successful improv actor. • Create and perform a well-crafted character. • Collaborate with peers to create a well-crafted scene. • Devise a performance piece with effective plot structure, setting, and characters. 	
Resources	
<p>Suggested Resources: Drama Teacher Academy</p>	

Drama Games & Improvs by Justine Jones
and Mary Ann Kelley
Theatre Games for the Classroom by
Viola Spolin

UNIT 5: Theatre History

Summary and Rationale

Within this unit, students will explore theatre’s beginnings by studying the theatre methods and practices of Ancient Greece, the Italian Renaissance, and Elizabethan England. Students will research and immerse themselves in the acting and design styles of these historical eras of theatre, and analyze the meaning and purpose behind their theatrical practices. Greek Tragedy, Commedia dell’arte, and the work of William Shakespeare will be highlighted throughout the unit amongst other influential theatrical methods and people.

Assessment:

- Discussions and Observations
- Classwork (Journals, Activities, Mini-Performances, etc.)
- Written Exams (Modified as needed)
- Teacher-based rubrics with student input for performance/project assessments.
- Peer and self-reflection will be used as a feedback mechanism throughout the creative process.

Recommended Pacing

5 weeks

State Standards

Anchor Standard 1: Generating and Conceptualizing Ideas

1.4.12acc.Cr1a	Investigate historical and cultural conventions and their impact on 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.

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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Anchor Standard 4: Selecting, Analyzing, and Interpreting Work

1.4.12prof.Pr4a	Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
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Anchor Standard 7: Perceiving and Analyzing Products

1.4.12acc.Re7a	Respond to what is seen, felt and heard in devised or scripted theatre work to develop criteria for artistic choices.
1.4.12adv.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.
1.4.12adv.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.	
1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to 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.
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
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history. • Every artist has a style; every artistic period has a style. • Theatre and arts play a significant role in human history and culture. • Theatre Practices have shifted and evolved over time. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the significant periods in theatre throughout history? • What patterns occur in the growth of theatre over time? • How does theatre connect to the current events of the time period? • How has theatre affected history? • What are the differences between today's theatre traditions compared to past theatre traditions? • What research needs to be completed when preparing for a historical production? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • The eras of theatre history and their chronological order • Characteristics, methods, and influential artists of each theatrical time period • Design Elements and Theater Structure of each time period • Acting techniques of each time period <p>Students will be able to:</p> <ul style="list-style-type: none"> • List the era of theatre in chronological order. • Describe the characteristics, methods, and influential artists of each theatrical time period. • Analyze text from each theatrical time period. • Explain the design elements and theater structures of each time period. • Perform basic acting techniques of each time period. 	

Resources

Suggested Resources:

Drama Teacher Academy

Various Plays

Various Internet Sources

Theatre History Texts

UNIT 6: Script Analysis

Summary and Rationale	
<p>Within this unit, students will read and examine a contemporary theatre script while being introduced to script analysis techniques. Students will use the script to analyze plot, themes, characters, playwright’s intent, and historical relevance.</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project assessments. • Peer and self-reflection will be used as a feedback mechanism throughout the creative process. 	
Recommended Pacing	
5 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.
Anchor Standard 2: Organizing and Developing Ideas	
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.
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.Cr3c	Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
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.
Anchor Standard 7: Perceiving and Analyzing Products	
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 or artistic choices in a theatrical 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.Re8b	Evaluate the aesthetics of the production elements in a devised or scripted theatre work and their ability to support or extend the storyline
1.4.12acc.Re8c	Verify and articulate how a devised or scripted theatre work communicates for a specific purpose and audience.
Anchor Standard 9: Applying criteria to evaluate products.	
1.4.12prof.Re9c	Justify personal aesthetics, preferences and beliefs through participation in and observation of 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.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.4.12prof.Cn11b	Use basic research methods to better understand the social and cultural background of devised or scripted theatre work
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Underlying structures in art can be found via analysis and inference. • Contextual clues within artworks often reveal artistic intent, enabling the view of hypothesize the artist's concept. • Cultural and historical events impact art-making as well as how audiences respond to works of art. • Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history. • The first step of working on a play in any capacity is to read the script and analyze it. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is script analysis? • Why do theatre artists analyze scripts? • What are themes? • How does identifying themes assist actors with their character? • What is an objective, obstacle, tactic, and stakes? • How does an actor use script analysis to prepare for a role? • What is the importance of the playwright's intent? • How can the historical relevance of a play affect the way a play is analyzed? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Criteria of Script Analysis • Effective Plot Structure in a Scripted Work (Freytag's Pyramid) • Definition of Themes and Playwright's Intent • Definitions and Purpose of Objectives, Obstacles, Tactics, & Stakes <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and examine the plot structure of scripted work. 	

- Analyze themes within a scripted work.
- Create character objectives, obstacles, tactics, and stakes.
- Examine dialogue and detect subtext in plays.
- Analyze playwright’s intent and the historical relevance of plays.
- Critique scripted theatrical text using educated and well informed opinions.

Resources

Suggested Resources:

Drama Teacher Academy

An Actor Prepares by Konstantin Stanislavski

Creating a Character by Konstantin Stanislavski

Various Plays

UNIT 7: Scripted Acting

Summary and Rationale	
<p>Within this unit, students will build upon what they learned in the improvisation and script analysis units, and apply their developed skills and knowledge to performing scripted work. Students will choose, analyze, rehearse, and perform monologues and scenes from established plays. Students will effectively self and peer critique throughout the rehearsal and performance process.</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> • Discussions and Observations • Classwork (Journals, Activities, Mini-Performances, etc.) • Written Exams (Modified as needed) • Teacher-based rubrics with student input for performance/project assessments. • 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	
1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic
Anchor Standard 3: Refining and Completing Products	
1.4.12adv.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 4: Selecting, Analyzing, and Interpreting Work	
1.4.12prof.Pr4a	Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
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.
Anchor Standard 6: Conveying Meaning Through Art	
1.4.12prof.Pr6a	Perform devised or scripted theatre work for a specific audience.
Anchor Standard 7: Perceiving and Analyzing Products	
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 or artistic choices in a theatrical work.

Anchor Standard 9: Applying criteria to evaluate products

1.4.12prof.Re9c	Justify personal aesthetics, preferences and beliefs through participation in and observation of devised or scripted theatre work.
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Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.4.12acc.Cn11b	Explore how personal beliefs and biases can affect the interpretation of research data applied in devised or scripted theatre work.
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Instructional Focus

Unit Enduring Understandings

- Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
- Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
- Effective scripted and improvisational performances require informed, supported, and sustained choices by the actor.

Unit Essential Questions

- How can I learn to memorize lines?
- How can I connect to a character?
- How can I understand what the play is about?
- How can I connect to my scene partner(s)?
- How can I move an audience?
- How do I know when and where to move in a scene?
- How can I create a believable character?
- What are the essential elements of a good performance?

Objectives

Students will know:

- Character Analysis Terms
- Memorization Techniques
- Monologue Techniques
- Blocking Methods
- Stage Performance Skills

Students will be able to:

- Analyze characters, monologues, and scenes to identify plot structure, themes, objectives, obstacles, tactics, and stakes.
- Create and perform truthful and well-developed characters in monologues and scenes.
- Perform and deliver memorized text in monologues and scenes.
- Execute truthful and motivated acting choices within monologues and scenes.
- Establish a relationship and connection with scene partners.
- Develop and perform effective blocking within a scene.

Resources

Core Text:

Drama Teacher Academy

An Actor Prepares by Konstantin Stanislavski

Creating a Character by Konstantin
Stanislavski

Various Internet Sources

Monologue Books

Various Plays