

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Drama Workshop

March 2014

Approved by the Board of Education
April 8, 2014

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Drama Workshop

Drama Workshop is a semester course that concentrates on the elements of acting, theater, and production. It is expected that students will trust themselves and others in order to express and reflect on thoughts, feelings, and beliefs, to take risks within a dramatic context, and to express themselves through active engagement in drama. *Active participation in this class is necessary for success.* Students will perform from established work or perhaps some pieces of their own creation. All senior fall electives include — writing the college essay, assignments and instruction. Students are required to complete the summer reading assignment.

Pacing Guide

Unit #	Title	Week(s)	Pages
1	Drama Basics	2-3	7-10
2	Introduction to the Stage	1-2	11-13
3	Creating Characters	1-2	14-17
4	The Play From Vision to Reality	2-3	18-20
5	Ensemble Work	2-3	21-23
6	Technical Theatre	3-4	24-26

Final Exam:

Writing and performing an original one act play. Writing a play review.

Key for Standards

RL - Reading Literature Standard

RI - Reading Informational Texts Standard

L - Language Standard

SL - Speaking and Listening Standard

W - Writing Standard

New Milford Public Schools

Committee Member: Andrea Norem Unit 1: Drama Basics	Course/Subject: Drama Workshop Grade Level: 11-12 # of Weeks: 2-3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. • <u>RI.11-12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • <u>L.11-12.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. • <u>SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Warming up properly is essential to a good performance. • Articulation and sound projection are key components in an effective performance. • Developing skills in improvisation helps actors connect to their audience. • Enhancing one's observation skills enables actors to create more believable characters and scenes. 	<ul style="list-style-type: none"> • How do actors warm up for a performance? • Why is it important to articulate and project sound? • How does improvisation impact the audience? • How do everyday observations impact one's acting?

<p>Expected Performances What students should know and be able to do</p>
<p>Students will know the following:</p> <ul style="list-style-type: none"> • techniques for properly warming up prior to a performance • strategies for creating improvisation • what it means articulate and project sounds • the importance of observation and becoming more aware of others for building believable characters <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Use vocal, mental and physical techniques to effectively warm up for a performance • Work with a partner to improvise a scene • Practice exercises for improving articulation and projection of sound • Use observations to create believable characters
<p>Character Attributes</p>
<ul style="list-style-type: none"> • Courage • Perseverance
<p>Technology Competencies</p>
<ul style="list-style-type: none"> • Research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.
<p>Develop Teaching and Learning Plan</p>
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Create a PowerPoint presentation or handout identifying warm up and improvisation techniques • Model warm up techniques • Create scenarios for students to use during an improvisation exercise • Show students a photograph of a group of young actors and assign each student in class one of the characters in the photograph • Bring in random objects for students to use in an observation activity • Reserve time in the computer lab for students to research a warm up technique to demonstrate for the class • Develop an improvisation rubric • Model pantomime • Show brief television skits for students to analyze

Learning Activities:

- Use elements from the teacher created PowerPoint or handout to practice warming up for a performance
- Students will work in pairs to improvise an assigned scenario by the teacher to create a short biography of the character depicted in the photo and then share the biography with the class and improvise a short scene using the character biographies.
- View short scenes from various television shows and discuss the actors' techniques
- Use their imaginations to observe an object for one minute and then close their eyes and describe the object to a partner while the partner records the observations in writing
- Research and demonstrate a warm up technique
- Pantomime a scene with a partner

Assessments

<p>Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Critique an improvisation actor's performance</p> <p>Role: A theater critic</p> <p>Audience: The show's producer</p> <p>Situation: You are a theater critic at the opening show of Saturday Night Live</p> <p>Product or Performance: A one page review of an improvisation actor's performance</p> <p>Standards for Success: Writing rubric</p>	<ul style="list-style-type: none"> • Class participation • Journal of observations • Monologue writing and performing Critiques

Suggested Resources

- "A Doll's House" Ibsen pg. 467 BDR Basic Drama Projects. Perfection Learning Corp.
- *Carol Burnett* episodes "Oldest Man" with Tim Conway
- *I Love Lucy* episodes- Season 4 "Lucy and Harpo Marx
- "Imaginary Invalid" pg. 459 BDP
- *Saturday Night Live* episodes
- *Red Skelton performs pantomime at the United Nations* - Part 1 of 3
- "The Art of Silence: Pantomime with Marcel Marceau 1975, *Encyclopedia Britannica Educational Corporation VHS NTSC*
- "Second City" Episodes Sept 21, 1976 Season 1
- The Stage and the School. Webster-Division, McGraw Hill
- *The 1966 Concert in Pantomime* (from *The Red Skelton Hour*) 966 B&W, 60 min.

New Milford Public Schools

Committee Members: Andrea Norem Unit 2: Introduction to the Stage	Course/Subject: Drama Workshop Grade Level: 11-12 # of Weeks: 1-2
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RL.11-12.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) • <u>RL.11-12.6</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony) • <u>RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. • <u>L.11-12.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The basic movements on stage are body language, facial expressions and gestures. • Basic stage directions are: upstage, downstage, stage right, stage left, cross, counter cross and rake. • Actors need to project their voice in order to use it to its full potential. Stage etiquette is being respectful to the actors, directors, designers and technical professionals. 	<ul style="list-style-type: none"> • What are the basic movements on stage? • What are the basic stage directions? • How does an actor use the voice to full potential? What is stage etiquette?

<p>Expected Performances What students should know and be able to do</p>
<p>Students will know the following:</p> <ul style="list-style-type: none"> • How to create at least 3 stage movements in an original scene • How to follow stage directions in a pre-written scene <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Project their voices to full potential so the audience can hear them effectively. • Work in a group to improvise a scene. <p>Plot stage crosses in an improvised/original skit.</p>
<p>Character Attributes</p>
<ul style="list-style-type: none"> • Cooperation • Loyalty
<p>Technology Competencies</p>
<ul style="list-style-type: none"> • Research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.
<p>Develop Teaching and Learning Plan</p>
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Model stage movements • Model how to use one's voice to full potential • Supply Fairy Tales for students to use as guides for writing the beginning, middle and end of an original scene • Develop a rubric for critiquing a scene • Show clips demonstrating modern movement <p>Learning Activities</p> <ul style="list-style-type: none"> • Perform believable emotions on stage • Select a scene from a play to incorporate movement for a performance • Use familiar fairy tales to break down into beginning, middle and end • Write a scene using emotion • Critique the use of emotion in a scene • View and discuss actor's movements from various clips • Annotate a script with performance details in relation to movement and voice

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Perform using correct stage movement</p> <p>Role: Actor</p> <p>Audience: The show's director</p> <p>Situation: You are trying out for a role in a local theatre</p> <p>Product or Performance: 2 minute scene</p> <p>Standards for Success: Teacher created rubric</p>	<ul style="list-style-type: none"> • Participation • Written notes • Script annotations • Written scripts
Suggested Resources	
<ul style="list-style-type: none"> • <u>Acting Games Improvisations and Exercises</u>, Marsh Cassidy Meriwether Publishing • <u>Basic Drama Projects</u>. Perfection Learning corporation • "I Love Lucy Episodes" Season 4 • <i>Saturday Night Live</i> episodes • <u>The Stage and the School</u>, Webster Division, 1982 	

New Milford Public Schools

Committee Members: Andrea Norem Unit 3: Creating Characters	Course/Subject: Drama Workshop Grade Level: 11-12 # of Weeks: 1-2
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • <u>CRL.11-12.9</u> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. • <u>RI.11-12.2</u> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • <u>RI.11-12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • <u>L.11-12.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • <u>L.11-12.1a</u> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • <u>L.11-12.1b</u> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. • <u>SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • <u>SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • <u>WHST.11-12.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • <u>WHST.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 	

<ul style="list-style-type: none"> • <u>WHST.11-12.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • <u>L.11-12.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • <u>L.11-12.3a</u> Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • A character role can be analyzed through play material and personal experience. • The important elements that impact a character are internal and external. • Internal traits are: mental, spiritual and emotional. • Posture, movement mannerisms, voice and dress are the external traits. • Comedy, tragedy and melodrama are the three dramatic forms 	<ul style="list-style-type: none"> • How can a character role be analyzed? • What are the important elements of the play that impact a character? • What are the internal traits of a character? • What are the external traits of a character? • What are the three dramatic forms?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • How to create distinct character in an improvised scene. • How to write dramatic, comic and melodramatic scenes. Students will be able to do the following: <ul style="list-style-type: none"> • Develop characters for each of the 3 dramatic forms. • Critique original characters, as well as the characters of others 	
Character Attributes	
<ul style="list-style-type: none"> • Honesty • Compassion 	

Technology Competencies

- Research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will create a handout modeling character goals.
- Teacher created analysis sheet.
- Teacher will supply magazines and examples of collages as models.
- Teacher will create performance rubric.
- Teacher will show clips of comedic, dramatic and melodramatic clips for analysis.
- Teacher will supply various scripts as character examples.

Learning Activities:

- Students will create with a partner two distinct characters with specific goals.
- Students will analyze characters for internal and external traits.
- Students will create a theatre journal collage, representing comic or dramatic point of view.
- Students will prepare and perform a scene using distinct characters.
- Student will view and discuss dramatic and comedic clips.
- Students will choose a script and character to analyze and perform.

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: to create and perform a scene involving distinct characters.</p> <p>Role: Play wright</p> <p>Audience: Producer</p> <p>Situation: You have created a scenario using original characters for use in an upcoming sitcom.</p> <p>Product or Performance: A 3-5 minute skit.</p> <p>Standards for Success: Analysis of a character using teacher created rubric.</p>	<ul style="list-style-type: none"> • Class participation • Journal reflections • Written analysis • Character performance

Suggested Resources

- Basic Drama Projects. Perfection Learning corporation
- Carol Burnett Show "Carol Burnett and Tim Conway In the Park" 1978
- Carol Burnett Show "the Oldest Man" with Tim Conway 1978
- Saturday Night Live episodes
- I Love Lucy episodes Season 4 "Ricky goes to Hollywood"
- "Red Skeleton Hour" Episodes 1966

New Milford Public Schools

Committee Member: Andrea Norem Unit 4: The Play from Vision to Reality	Course/Subject: Drama Workshop Grade Level: 11-12 # of Weeks: 2-3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • <u>RL.11-12.7</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • <u>RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <i>references (e.g., Merriam-Webster's Dictionary of English)</i> • <u>L.11-12.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • <u>SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • <u>W.11-12.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The basic elements of playwriting are: theme, plot, characters, language, music and spectacle. • Drama is divided into Tragedy, Comedy and Melodrama 	<ul style="list-style-type: none"> • What are the basic elements of playwriting? • Into what three groups or genre is drama divided? • Why is the casting of a production so important? • How does blocking affect a play?

Expected Performances

What students should know and be able to do

Students will know the following:

- The basic elements of playwriting
- Understand the importance of casting.
- The three genres of a drama.

Students will be able to do the following:

- Write a scenario for an original play.
- Critique classmates' scenarios for their original plays.
- Cast an original skit.
- Act in an original skit.

Character Attributes

- Perseverance
- Integrity

Technology Competencies

- Research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will model stage movements.
- Teacher will model how to use one's voice to full potential.
- Create an assignment for students to annotate a scene where students determine the meaning of words and phrases as they are used in the text in addition to analyzing a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (sarcasm, satire, irony or understatement).
- Teacher will supply Fairy Tales for students to use as guides for writing the beginning, middle and end of an original scene.
- Develop a rubric for critiquing a scene in relation to Reading Literature Standard 5.
- Show clips demonstrating modern movement.
- Coordinate with the Public Speaking Class for students to observe and critique speeches.

Learning Activities:

- Practice state movements with a partner.
- Work in groups to perform improvisations where students use voice to full potential.
Annotate a selected scene to determine the importance of words and phrases as they are used in the text in addition to analyzing a case in which grasping the

point of view requires distinguishing between implicit and explicit use of language (sarcasm, satire, irony or understatement).

- Write an original scene for a fairy tale.
- Critique spoken word and speech performances.

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Critique a spoken word performance</p> <p>Role: A theater critic</p> <p>Audience: The show's producer</p> <p>Situation: You are a theater critic at the opening show of Saturday Night Live</p> <p>Product or Performance: A one page review of an improvisation actor's performance</p> <p>Standards for Success: Writing rubric</p>	<ul style="list-style-type: none"> • Annotated scenes • Written scene for a fairytale • Participation • Self-reflection

Suggested Resources

- Averett Tanner, Fran.Ph.D. Basic DramaProjects. 2002 Clark Publishing Co.
- Schumacher, Julie A. Page to Stage Perfection Learning Corp Logan, Iowa. 2002.
- Jesse, Anita. The Playing is the Thing Wolf Creek Press Burbank California. 1996.

New Milford Public Schools

Committee Member: Andrea Norem Unit 5: Ensemble Work	Course/Subject: Drama Workshop Grade Level: 11-12 # of Weeks: 2-3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. • <u>RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>SL.11-12.6</u> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • <u>L.11-12.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. • <u>L.11-12.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. • <u>WHST.11-12.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Trust is important for an ensemble to feel comfortable on stage. • Exaggerated movements are important in a stage performance to help convey the character's message to the audience. • A performer needs concentration to stay in character on stage. • Allusion of the first time is important to always keep the audience engaged. 	<ul style="list-style-type: none"> • Why is trust important in an ensemble performance? • How does movement enhance a stage performance? • How does concentration enhance the character performance on stage? • Why is the allusion of the first time important?

<p>Expected Performances What students should know and be able to do</p>
<p>Students will know the following:</p> <ul style="list-style-type: none"> • How to enhance a performance through stage movement. • How to work successfully in an ensemble, through trust and respect. <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Use movement to enhance their performance as a character in an ensemble. • Work successfully through respect and trust in and ensemble
<p>Character Attributes</p>
<ul style="list-style-type: none"> • Respect • Loyalty
<p>Technology Competencies</p>
<ul style="list-style-type: none"> • Research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.
<p>Develop Teaching and Learning Plan</p>
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will provide students with an annotated list of character relationships with other characters for an ensemble scene. • Teacher will provide students with pictures to use as improve in an ensemble scene. • Teacher will provide written assignment for dinner table journal assignment. • Teacher will divide class in half and supply beach ball, as well as clearly written instructions for creating patterns. • Teacher will supply non-fiction events from <i>Titanic</i>, including passenger list for students to research. • Teacher will create rubric for research and Titanic ensemble work. <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will use improve in different scenarios with at least 2 other students. • Students will perform 3-5 minute skits in an ensemble scene. • Students will use a picture to perform an ensemble improv scene. • Students will write in their theatre journals about "A night at their dinner table". • Students will then create character descriptions to perform "A Night at the Dinner Table" ensemble skit. • Students will create patterns through the tossing of a beach ball, using trust in their group. • Students will research a non-fiction event that occurred in the sinking of the <i>Titanic</i>. • Students will be given a list of events and passengers. • Students will give a description of the relationships of their assigned passengers.

<ul style="list-style-type: none"> Students will write and perform a 3-5 minute scene, showing the relationships of their passengers and their reaction to the sinking. 	
Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Critique an improvisation actor's performance</p> <p>Role: A theater critic</p> <p>Audience: The show's producer</p> <p>Situation: You are a theater critic at the opening show of Saturday Night Live</p> <p>Product or Performance: A one page review of an improvisation actor's performance</p> <p>Standards for Success: Writing rubric</p>	<ul style="list-style-type: none"> Participation Performance Written script Research Informative piece of writing Ensemble performance
Suggested Resources	
<ul style="list-style-type: none"> Averett Tanner, Fran.Ph.D. <u>Basic Drama Projects</u>. 2002 Clark Publishing Co. Cameron,James <i>Titanic</i> December 19, 1997 (USA) Maltin,Tim <u>Titanic First Accounts</u> Penguin Books London, England 2012 Schumacher, Julie A. <u>Page to Stage Perfection</u> Learning Corp Logan, Iowa. 2002 	

New Milford Public Schools

Committee Member: Andrea Norem Unit 6: Technical Theatre	Course/Subject: Drama Workshop Grade Level: 11-12 # of Weeks: 3-4
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • <u>RL.11-12.9</u> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. • <u>RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • <u>RI.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. • <u>L.11-12.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • <u>L.11-12.5a</u> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • <u>L.11-12.5b</u> Analyze nuances in the meaning of words with similar denotations. • <u>SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • <u>WHST.11-12.2</u> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Lighting is used to enhance a plays theme. • Lighting is used to identify personality of character. • Colored lighting is used to create a mood in a scene. • Sound effects can add to the overall mood and tone of the play. • Costumes are important to set the time period and add to the personality of the character. 	<ul style="list-style-type: none"> • What is the importance of lighting in a set? • What is the importance of color in adding to create the personality of a character? • What are the common stage elements that are necessary to create the desired mood in the play?

Expected Performances
What students should know and be able to do

Students will know the following:

- Three Common stage elements
- Importance of costume design
- The basic colors and functions of stage lighting

Students will be able to do the following:

- Discuss the functions of stage lighting
- Design a simple diagram using the three common stage elements

Character Attributes

- Courage
- Perseverance
- Responsibility

Technology Competencies

- Research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.

Develop Teaching and Learning Plan

Teaching Strategies:

- Create a PowerPoint presentation for background knowledge of the three common stage elements.
- Show brief television skits for students to analyze.
- Show different versions of "The Wizard of Oz".
- Teacher will supply scripts of different scenes from "Wizard of Oz", "Wicked", and "The Wiz".
- Supply a list of the three set types.
- Supply color chart with corresponding moods.
- Activity sheet with rubric for presentation.

Learning Activities:

- Students will cooperatively create a set design for a one act play or scene from a longer work, using the three common stage elements.
- Identify and analyze scenic elements of different versions of play/movies.
- Create a stage diagram of a specific scene.
- Create a model set from a shoe box.
- Choose a set style that would be best suited for the scene.
- Use color chart for setting mood.
- Give 5-10 minute set presentation using Google Presentation.

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Critique an improvisation actor's performance</p> <p>Role: A theater critic</p> <p>Audience: The show's producer</p> <p>Situation: You are a theater critic at the opening show of <i>Saturday Night Live</i></p> <p>Product or Performance: A one page review of an improvisation actor's performance</p> <p>Standards for Success: Writing rubric</p>	<ul style="list-style-type: none"> • Class participation • Journal of observations • set model and diagram • Presentation rubric • Self-reflection
Suggested Resources	
<ul style="list-style-type: none"> • Basic Drama Projects. Perfection Learning corporation • Dramatic Presentations of Oz thewizard ofoz.info/wiki/dramatic • <i>I Love Lucy</i> AND <i>Saturday Night Live</i> episodes • <u>Wizard of Oz Novel 1900</u> • <i>Wizard of Oz</i> 1925 Film • <i>Wizard of Oz</i> 1939 Film • <i>Wicked</i> script wickedlywicked.blogspot.com/2009/01/wicked-script.html?m=1 	