

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
<b>Improv Comedy</b>	<b>Theater</b>	<b>9-12</b>	<b>0.5</b>
<b>Course Description:</b>			
<p>In this course, students will learn improvisation principles and foundational skills, work together to play theater games and build improvised scenes, cultivate creativity and strengthen communication skills, and perform in a culminating improv show featuring short-form games and long-form scenes.</p>			
<b>Aligned Core Resources:</b>		<b>Connection to the <a href="#">BPS Vision of the Graduate</a></b>	
<p><b>NA (Smartboards, Chromebooks)</b></p>		<p><b>Meaningfully contribute to a global society</b> COLLABORATION</p> <ul style="list-style-type: none"> <li>• Demonstrates ability to work effectively and respectfully with diverse teams</li> <li>• Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Assume shared responsibility for collaborative work and value the individual contributions made by each team member</li> </ul> <p><b>Successfully Employ Skills for Self-Sufficiency</b> GOAL DIRECTED</p> <ul style="list-style-type: none"> <li>• Set goals with tangible and intangible success criteria</li> <li>• Use time and financial resources wisely to meet goals, complete tasks, and manage projects</li> <li>• Balance tactical (short-term) goals</li> <li>• Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</li> </ul> <p><b>Effectively Communicate in a Global Society</b> COMMUNICATION</p> <ul style="list-style-type: none"> <li>• Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>• Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact</li> <li>• Communicate effectively in diverse environments (including becoming multi-lingual)</li> </ul>	
<b>Additional Course Information:</b>		<b>Link to Completed <a href="#">Equity Audit</a></b>	

**Knowledge/Skill Dependent courses/prerequisites**

**NA** **Improv Theater Equity Curriculum Review**

**Standard Matrix**

District Learning Expectations and Standards	<a href="#">Ensemble Building through Foundations of Improv</a>	<a href="#">Developing Improv Techniques and Ideas</a>	<a href="#">Improvisation as Performance</a>
<b>Creating</b>			
TH:Cr1.1 Generate and conceptualize artistic ideas and work.			
TH:Cr2.1 Organize and develop artistic ideas and work.	x	x	x
TH:Cr3.1 Refine and complete artistic work.	x	x	x
<b>Performing</b>			
TH:Pr4.1 Select, analyze and interpret artistic work for presentation.		x	x
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	x		x
TH:Pr6.1 Convey meaning through the presentation of artistic work.			x
<b>Responding</b>			
TH:Re7.1 Perceive and analyze artistic work.			
TH:Re8.1 Interpret intent and meaning in artistic work.			
TH:Re9.1 Apply criteria to evaluate artistic work.			
<b>Connecting</b>			
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.		x	x
TH:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.			

**Unit Links**

<b>Ensemble Building through Foundations of Improv</b>	<b>3</b>
<b>Developing Improv Techniques and Ideas</b>	<b>6</b>
<b>Improvisation as Performance</b>	<b>10</b>

**Unit Title:**

## **Ensemble Building through Foundations of Improv**

**Relevant Standards: Bold indicates priority**

**TH:Cr2-II.b** - Cooperate as a creative team to make interpretive choices for a drama/theatre work.

**TH:Cr3.1.I.b** - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

**TH:Pr5.1.III.a** - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

**Essential Question(s):**

**Cr2** - How, when, and why do theatre artists' choices change?

**Cr3** - How do theatre artists transform and edit their initial ideas?

**Pr5** - What can I do to fully prepare a performance or technical design?

**Enduring Understanding(s):**

**Cr2** - Theatre artists work to discover different ways of communicating meaning.

**Cr3** - Theatre artists refine their work and practice their craft through rehearsal.

**Pr5** - Theatre artists develop personal processes and skills for a performance or design.

**Demonstration of Learning:**

Use of terminology  
Insightful and interesting character development  
Commitment to character, story, and process

**Pacing for Unit**

10 classes

**Family Overview (link below)**

Students will learn the basics of improv and its foundation in the world of theater.

**Integration of Technology:**

SmartBoard for Slides  
Computers for typing/researching

**Unit-specific Vocabulary:**

Improv, "Yes, And", Character, Act, Scene, Conflict, Objective, Timing, Blocking, projection, "turn out", stage

**Aligned Unit Materials, Resources, and Technology (beyond core resources):**

N/A

directions, stage positions (SR, SL, DC, etc), beat, endowment, offer, environment	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
ELA-Studying prompts and use of punctuation for interpretation	Improvisation is easy to do if you have acting experience
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
“Beginning Acting” course work (prior classes, participation in productions, “Intermediate Acting”)	Terminology and fundamental technique to built personal strategies/tools that will be applied in the methodologies to the student in Unit 2
<b>Differentiation through Universal Design for Learning</b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information</p> <p><b>Comprehension</b> 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> <li>- Display information in a flexible format so that the following perceptual features can be varied</li> <li>- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>- Bridge concepts with relevant analogies and metaphors</li> <li>- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)</li> <li>- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>- Use web applications (e.g., wikis, animation, presentation)</li> <li>- Provide learners with as much discretion and autonomy as possible</li> <li>- Allow learners to participate in the design of classroom activities and academic tasks</li> <li>- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> <li>-</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related CELP standards:</b>	<b>Learning Targets:</b>
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<p>I can actively listen to others</p> <p>I can participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary</p> <p>I can present basic information</p>

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-2 Icebreakers /ensemble building	I can cooperate as a creative team to make interpretive choices for a drama/theater work	Participation and demonstrated understanding/use of basic terminology  <b>Assessment:</b> Participation Rubric	Icebreaker games
3-4 Acting fundamentals	I can participate in a variety of acting exercises and techniques that can be applied to rehearsal or drama/theater performance.	Participation and demonstrated understanding/use of basic terminology  <b>Assessment:</b> Participation Rubric Acting Terms quiz	Word wall/terms quiz
5 What is improv?  Discuss the early concepts of improv and play introductory theater games as ensemble-building techniques	I can utilize fundamental improv theater terminology	<ul style="list-style-type: none"> <li>● Identify fundamental improv acting techniques</li> <li>● Use fundamental acting terminology</li> </ul> <b>Assessment:</b> Participation Rubric	Participation Rubric  Video clips of Improv scenes like “Whose Line...”
6-7 What is improv?  Participate in introductory theater games as ensemble-building techniques	<p>I can define improv and its significance in theater and performance.</p> <p>I can discuss the roots of improv in commedia dell'arte, vaudeville, and later influences.</p>	<ul style="list-style-type: none"> <li>● Identify fundamental improv acting techniques</li> <li>● Use fundamental acting terminology</li> </ul> <b>Assessment:</b> Participation Rubric	Participation Rubric Terms Quiz  Introduce a variety of games, including: <ul style="list-style-type: none"> <li>● “Scenes from a Hat”</li> <li>● “Props”</li> <li>● “Party Quirks”</li> <li>● “Alphabet Scene”</li> <li>● “Freeze”</li> <li>● “Questions Only”</li> </ul> <a href="#">IMPROV ENCYCLOPEDIA</a>
8-10 Practicing Basic Improv	I can practice and develop spontaneous communication and listening skills.	Develop introductory improv techniques  <b>Assessment:</b> Participation Rubric	Word assoc and other quick-time games

Unit Title:	
<h1>Developing Improv Techniques and Ideas</h1>	
Relevant Standards: Bold indicates priority	
<p><b>TH:Cr2-II.b</b> - Cooperate as a creative team to make interpretive choices for a drama/theatre work.</p> <p><b>TH:Cr3.1.I.b</b> - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.</p> <p><b>TH:Pr4.1.I.b</b> - Shape character choices using given circumstances in a drama/theatre work.</p> <p><b>TH:Cn10.1.III.a</b> - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.</p>	
Essential Question(s):	Enduring Understanding(s):
<p><b>Cr2</b> - How, when, and why do theatre artists' choices change?</p> <p><b>Cr3</b> - How do theatre artists transform and edit their initial ideas?</p> <p><b>Pr4</b> - Why are strong choices essential to interpreting a drama or theatre piece?</p> <p><b>Cn10</b> - What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>	<p><b>Cr2</b> - Theatre artists work to discover different ways of communicating meaning.</p> <p><b>Cr3</b> - Theatre artists refine their work and practice their craft through rehearsal.</p> <p><b>Pr4</b> - Theatre artists make strong choices to effectively convey meaning.</p> <p><b>Cn10</b> - Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p>
Demonstration of Learning:	Pacing for Unit
<p>Use of terminology  Insightful and interesting character development  Commitment to character, story, and process</p>	<p>15 classes</p>
Family Overview (link below)	Integration of Technology:
<p>Students will use terms and advance their practice and understanding of improv tactics and performance</p>	<p>SmartBoard for Slides  Computers for typing/researching</p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Yes, And  Character  Scene  Platform  Conflict</p>	<p>NA</p>

Suggestion Timing Blocking Environment Endowment Beat Follow the Fun Waffle, Environment, Endowment Improvisation	
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
ELA	Improv is quick, simple, and funny
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Unit one provides the foundation for the skills developed here	Final performance unit is next; these skills provide the foundation for this upcoming learning and experience
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information</p> <p><b>Comprehension</b> 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> <li>- Display information in a flexible format so that the following perceptual features can be varied</li> <li>- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>- Bridge concepts with relevant analogies and metaphors</li> <li>- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)</li> <li>- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>- Use web applications (e.g., wikis, animation, presentation)</li> <li>- Provide learners with as much discretion and autonomy as possible</li> <li>- Allow learners to participate in the design of classroom activities and academic tasks</li> <li>- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> <li>-</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related CELP standards:</b>	<b>Learning Targets:</b>
9-12.2	I can actively listen to others

<p>An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>I can participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary I can present basic information</p>		
<b>Lesson Sequence</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
<p>1-2</p>	<p>I can annotate and analyze how professional artists work their craft</p>	<p>Notes and reflection documents</p>	<p>Video clips of troupes like Upright Citizens and Second City</p>
<p>3 Introduce/ practice short-form improv games</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<ul style="list-style-type: none"> <li>• Improvise in a devised game or activity using fundamental acting techniques</li> </ul> <p><b>Assessment:</b> Participation Rubric</p>	
<p>4 Practice Short-form technique</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<ul style="list-style-type: none"> <li>• Improvise in a devised game or activity using fundamental acting techniques</li> </ul> <p><b>Assessment:</b> Participation Rubric</p>	<p>Intro/play a variety of games, including:</p> <ul style="list-style-type: none"> <li>• “Scenes from a Hat”</li> <li>• “Props”</li> <li>• “Party Quirks”</li> <li>• “Alphabet Scene”</li> <li>• “Freeze”</li> <li>• “Questions Only”</li> </ul> <p>Improv Encyclopedia</p>
<p>5 Introduce/pr actice long-form technique</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<ul style="list-style-type: none"> <li>• Improvise using fundamental acting technique in various forms of improv such as “Harold” and “Armando”.</li> </ul> <p><b>Assessment:</b> Participation Rubric</p>	
<p>6 Practice long-form technique</p>	<p>I can express thoughts, feelings, and actions through improv and partner scene work</p>	<p>Improvise in a devised game or activity using fundamental acting techniques using long-form</p> <p>Work in groups to develop a cohesive long-form piece. Focus on narrative arcs, character relationships, and thematic elements.</p> <p><b>Assessment:</b></p>	



		Participation Rubric	
7 Introduce Social Justice/ "Guerilla Theater"	I can express thoughts, feelings, and actions through improv and partner scene work	<ul style="list-style-type: none"> <li>Improvise in a devised game or activity using fundamental acting techniques</li> </ul> <b>Assessment:</b> Participation Rubric	<a href="https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing">https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing</a>
8 Practice a Guerrilla Theater Scene	I can express thoughts, feelings, and actions through improv and partner scene work	<ul style="list-style-type: none"> <li>Improvise in a devised game or activity using fundamental acting techniques</li> </ul> <b>Assessment:</b> Participation Rubric	
9-11 Develop a "new" activity based on previous lessons	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Create a devised game or activity using fundamental acting techniques (choose long or short form, etc)	
12-14 Share activity	<p>Leader: I can articulate and examine choices to refine a devised or scripted drama/theatre work.</p> <p>Participant: I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p>	<p>Share small-group drama/theatre work, with peers as audience.</p> <p>Improvise in a devised game or activity using fundamental acting techniques</p> <b>Assessment:</b> Participation Rubric/rating sheets	
14-15 Festival of Games!	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	<p>Participate in a devised game or activity using fundamental acting techniques</p> <b>Assessment:</b> Participation Rubric	Various short and long activities, as well as peer-created "favorites".

**Unit Title:**

## **Improvisation as Performance**

**Relevant Standards: Bold indicates priority**

**TH:Cr2-II.a** - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

**TH:Cr3.1.I.b** - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

**TH:Pr4.1.I.b** - Shape character choices using given circumstances in a drama/theatre work.

**TH:Pr5.1.III.a** - Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

**TH:Pr6.1.II.a** - Present a drama/theatre work using creative processes that shape the production for a specific audience.

**TH:Cn10.1.III.a** - Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Essential Question(s):	Enduring Understanding(s):
<p><b>Cr2</b> - How, when, and why do theatre artists' choices change?</p> <p><b>Cr3</b> - How do theatre artists transform and edit their initial ideas?</p> <p><b>Pr4</b> - Why are strong choices essential to interpreting a drama or theatre piece?</p> <p><b>Pr5</b> - What can I do to fully prepare a performance or technical design?</p> <p><b>Pr6</b> - What happens when theatre artists and audiences share a creative experience?</p> <p><b>Cn10</b> - What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>	<p><b>Cr2</b> - Theatre artists work to discover different ways of communicating meaning.</p> <p><b>Cr3</b> - Theatre artists refine their work and practice their craft through rehearsal.</p> <p><b>Pr4</b> - Theatre artists make strong choices to effectively convey meaning.</p> <p><b>Pr5</b> - Theatre artists develop personal processes and skills for a performance or design.</p> <p><b>Pr6</b> - Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p><b>Cn10</b> - Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</p>
Demonstration of Learning:	Pacing for Unit
Commitment to character, story, and process Final Performance	~20 classes
Family Overview (link below)	Integration of Technology:
Students prepare for live performance by practicing in front of others and devising/performing an "Improv Night"	SmartBoard for Slides Computers for typing/researching
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

Conflict Suggestion Environment Endowment Beat Waffle Endowment	Visual Art/Graphic art (program and posters etc)
<b>Opportunities for Interdisciplinary Connections:</b>	<b>Anticipated misconceptions:</b>
Class “tour” will be inspired by the class content/course title	Improv is comedic
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Final performance-ready unit with prior units providing the foundation for this part of the experience	Improv provides a perfect foundation for ALL future acting as well as any event needing public engagement and teamwork.
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><b>Perception</b> 1.1 - Offer ways of customizing the display of information</p> <p><b>Comprehension</b> 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships</p> <p><b>Expression and Communication</b> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition</p> <p><b>Recruiting Interest</b> 7.1 Optimize individual choice and autonomy</p>	<ul style="list-style-type: none"> <li>- Display information in a flexible format so that the following perceptual features can be varied</li> <li>- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>- Bridge concepts with relevant analogies and metaphors</li> <li>- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)</li> <li>- Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)</li> <li>- Use web applications (e.g., wikis, animation, presentation)</li> <li>- Provide learners with as much discretion and autonomy as possible</li> <li>- Allow learners to participate in the design of classroom activities and academic tasks</li> <li>- Involve learners, where and whenever possible, in setting their own personal academic and behavioral goals</li> <li>-</li> </ul>
<b>Supporting Multilingual/English Learners</b>	
<b>Related <a href="#">CELP standards:</a></b>	<b>Learning Targets:</b>
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses,	I can actively listen to others I can participate in short conversational and written exchanges on familiar topics using academic and

responding to peer, audience, or reader comments and questions.		domain specific vocabulary I can present basic information	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1 Understanding Audience Dynamics and offers	I can <i>recognize and name</i> audience reactions to enhance my improv performance	Participate in conversations around viewing the videos and watching professionals work with audience offers  Participation rubric	Video clips of improv performances and experts discussing audience interaction <a href="https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing">https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing</a>
2 Techniques for Audience Engagement	I can <i>respond</i> to audience reactions to enhance my improv performance	Engaging in activities and being an active audience member for practice  <b>Assessment:</b> Participation Rubric	Video clips of improv performances and experts discussing audience interaction <a href="https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing">https://docs.google.com/document/d/1d7GiuQWcmFoNUp4X9qxub3rXg3H8AqhKSvWpMmH5Efl/edit?usp=sharing</a>
3-6 Game Selection and practice	I can use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.	Engaging in activities and being an active audience member for practice  <b>Assessment:</b> Participation Rubric	improvencyclopedia.com etc
7-8 Long Form Improv Practice (Comedy)	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Engaging in activities and being an active audience member for practice  <b>Assessment:</b> Participation Rubric	
9 Short form Improv practice (Comedy)	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Engaging in activities and being an active audience member for practice  <b>Assessment:</b> Participation Rubric	
10 Theater for Social Justice (Drama or Serio-Comedic)	I can participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.	Engaging in activities and being an active audience member for practice  <b>Assessment:</b> Participation Rubric	

Practice			
11 put together program and select games/activities for performance	Cooperate as a creative team to make interpretive choices for a drama/theatre work.	<b>Assessment:</b> Participation Rubric	Chromebooks for program etc
12-15 rehearse for classroom tour	I can refine my work and practice my craft through rehearsal.	Engaging in activities and being an active audience member for practice  <b>Assessment:</b> Participation Rubric	
16-18 classroom tour	I can share and present stories, ideas, and envisioned worlds to explore the human experience.	Performing for alternative audiences (other than classmates)  <b>Assessment:</b> Performance rubric	
19-20 Rehearse for improv night	I can refine my work and practice my craft through rehearsal.	Engaging in activities and being an active audience member for practice  <b>Assessment:</b> Participation rubric	
Rehearse and prep tech for improv night	I can develop personal processes and skills for a performance or design.	Engaging in activities and being an active audience member for practice  <b>Assessment:</b> Participation rubric	
Final Performance: improv night	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	Performing for alternative audiences (other than classmates)  <b>Assessment:</b> Performance rubric	
Reflection		Reflection Document	