



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	8th Grade Exploratory Drama
Course Description for Program of Studies	N/A
Grade Level	8
Pre-requisites	none
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Ensemble Activities	The Actors Voice
Creating		
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	P
TH:Cr2.1 Organize and develop artistic ideas and work.		S
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	S
Performing		
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	S

TH:Pr6.1 Convey meaning through the presentation of artistic work.		P
Respond		
TH:Re7.1 Perceive and analyze artistic work.	S	S
TH:Re8.1 Interpret intent and meaning in artistic work.		
TH:Re9.1 Apply criteria to evaluate artistic work.		
Connecting		
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.		
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		

UNIT ESSENTIAL QUESTIONS

- What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?
- How, when, and why do theater artists' choices change?
- How do theater artists transform and edit their initial ideas?
- Why are strong choices essential to interpreting a drama or theater piece?
- What can I do to fully prepare a performance or technical design?
- What happens when theater artists and audiences share a creative experience?
- How do theater artists comprehend the essence of drama processes and theater experiences?

UNIT ENDURING UNDERSTANDING

- Theater artists rely on intuition, curiosity, and critical inquiry.
- Theater artists work to discover different ways of communicating meaning
- Theater artists refine their work and practice their craft through rehearsal.
- Theater artists make strong choices to effectively convey meaning.
- Theater artists develop personal processes and skills for a performance or design.
- Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- Theater artists reflect to understand the impact of drama processes and theater experiences.

UNIT 1: Ensemble Activities

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	<ul style="list-style-type: none"> c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theater work. 		Content Knowledge	Energy, connection, eye contact, association, acceptance, continuation, environment, format, gibberish, narration, trust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.8	<ul style="list-style-type: none"> a. Use repetition and analysis in order to revise devised or scripted drama/theater work. b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theater work. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.8	<ul style="list-style-type: none"> a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theater performance. 		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia, UCB improv handbook
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Re7.1.8	<ul style="list-style-type: none"> a. Apply criteria to the evaluation of artistic choices in a drama/theater work. 	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

- Lesson Targets: I CAN**
- Participate in group activities using a scripted or improvised character and imagining the given circumstances in a drama/theater work.
 - Respect my classmates by contributing ideas and accepting/ incorporating the ideas of others in preparing or devising drama/theater work.
 - Demonstrate appropriate physical and vocal warmups
 - Express thoughts, feelings, and actions to identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.
 - Use basic theater vocabulary (Energy, connection, eye contact, association, acceptance, continuation) in connection with my performance.
 - Improvise in a structured setting as a group.

UNIT 2: The Actors Voice

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	<p>a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theater work.</p> <p>c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theater work.</p>		Content Knowledge	Point of view, theme, topic, literary devices, tone, diction, imagery, metaphor, alliteration, assonance, consonance, onomatopoeia, rhyme, rhythm, texture, poetry, slam poetry
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.8	<p>a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theater work.</p> <p>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.8	a. Use repetition and analysis in order to revise devised or scripted drama/theater work.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Literary Devices

	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theater work.	X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.8	a. Explore different pacing to better communicate the story in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	b. Use various character objectives and tactics in a drama/theater work to overcome an obstacle.		Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.8	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theater performance.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr6.1.8	a. Perform a rehearsed drama/theater work for an audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re7.1.8	a. Apply criteria to the evaluation of artistic choices in a drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

		Learning Behavior	
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Learning Targets

Lesson Targets: I CAN

- Analyze spoken word, and slam poetry for meaning.
- Recognize and utilize literary devices (see attachment)
- Write a poem in the style of spoken word that follows a theme I'm passionate about
- Revise my slam poem with my classmates and teacher by applying criteria to evaluate my artistic choices.
- Explore different paces to better communicate the message of my poem
- Refine effective physical, vocal, and physiological traits in performing my poem
- Refine and perform my slam poetry for an audience