



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	Fine Arts
<b>Department Philosophy</b>	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.
<b>Course</b>	8th Grade Concentration Drama
<b>Course Description for Program of Studies</b>	N/A
<b>Grade Level</b>	8
<b>Pre-requisites</b>	none
<b>Credit (if applicable)</b>	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 Body	The Actors Voice	Audition Skills	Q3 Performance	Reflection on Performance	Theater History - Shakespeare	Relative Research
<b>Creating</b>								
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	S	P	S	S		S	
TH:Cr2.1 Organize and develop artistic ideas and work.			S	S	S		P	
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	S	S	S	S			
<b>Performing</b>								
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S	S	P	S			



## 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?
- What can I do to fully prepare a performance or technical design?
- How do theater artists comprehend the essence of drama processes and theater experiences?
- Why are strong choices essential to interpreting a drama or theater piece?
- What happens when theater artists and audiences share a creative experience?
- How can the same work of art communicate different messages to different people?
- How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
- In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?
- What happens when theater artists allow an understanding of themselves and the world to inform perceptions about theater and the purpose of their work?
- In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?

## 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 develop personal processes and skills for a performance or design.
- Theater artists reflect to understand the impact of drama processes and theater experiences.
- Theater artists make strong choices to effectively convey meaning.
- Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.
- Theater artists apply criteria to investigate, explore, and assess drama and theater work.
- Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
- Theater artists understand and can communicate their creative process as they analyze the way the world may be understood.
- Theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

# UNIT 1: Ensemble Activities

## UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	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	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	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theater performance.		Content Knowledge	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia
		X	Physical Skill	
		X	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	

## 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 Body

### 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	Body, physicality, pantomime, story, beginning, middle, end, exaggerated movements, overacting, body centers
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.8	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theater work.		Content Knowledge	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.8	<p>a. Explore different pacing to better communicate the story in a drama/theater work.</p> <p>b. Use various character objectives and tactics in a drama/theater work to overcome an obstacle.</p>	X	Content Knowledge	<ul style="list-style-type: none"> <li>- Charlie Chaplin Film</li> <li>- Oscar Devereaux Micheaux January 2, 1884 – March 25, 1951) was an author, film director and independent producer of more than 44 films. Although the short-lived Lincoln Motion Picture Company was the first movie company owned and controlled by black filmmakers,[1] Micheaux is regarded as the first major African-American feature filmmaker, a prominent producer of race films, and has been described as "the most successful African-American filmmaker of the first half of the 20th century".[2] He produced both silent films and sound films.</li> <li>- <a href="https://editorial.rottentomatoes.com/article/black-filmmaking-pioneers-from-the-earliest-days-of-cinema/">https://editorial.rottentomatoes.com/article/black-filmmaking-pioneers-from-the-earliest-days-of-cinema/</a></li> </ul>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			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:Re8.1.8	a. Recognize and share artistic choices when participating in or observing 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 charades games to explore and refine effective physical, and physiological traits of characters in an improvised setting.
- Demonstrate the understanding of pantomime by performing simple actions.
- Create an interesting storyline with a clear beginning, middle, and end
- Demonstrate an understanding of how physicality portrays emotion and character by creating emotions and characters that match my scenes.
- Create a pantomime scene, using the [pantomime preview rubric](#) as a guide.
- Perform my pantomimes
- Analyze the performances of my peers by recording one moment in each pantomime that I enjoyed, and one area of growth each pantomime can work on.
- Revise and edit my pantomime.
- Demonstrate proficiency in pantomime by performing my polished and improved scenes to my peers.
- Observe a silent film and decipher how pantomime is used to tell a story

## UNIT 3: 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	<b>Prior Knowledge Needed/Common Misconceptions</b>
		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	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<a href="#">Literary Devices</a>

	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

## UNIT 4: Audition Skills

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theater work.		Content Knowledge	Monologue, song cut, action, intention, tactic, objective
			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	<b>Resources</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Cuts of scenes and songs from Q3 production.
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.8	<p>a. Use repetition and analysis in order to revise devised or scripted drama/theater work.</p> <p>b. Refine effective physical, vocal, and physiological traits of</p>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

	characters in an improvised or scripted drama/ theater work.			
TH:Pr4.1.8	b. Use various character objectives and tactics in a drama/theater work to overcome an obstacle.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

<b>Learning Targets</b>	
<b>Lesson Targets: I CAN</b>	
<ul style="list-style-type: none"> <li>• Select a musical theater song and monologue that is appropriate for my voice and character type</li> <li>• Understand and identify objectives and actions/tactics within my chosen monologue and song, and apply it to my performance</li> <li>• Understand and identify musical elements and vocal choices to further my character development and apply it to performance</li> <li>• Refine and perform my song and monologue for an audience</li> </ul>	

## UNIT 5: Q3 Performance

### 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>b. Imagine and explore solutions to design challenges of a performance space 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	On Stage, off stage, blocking, choreography, spikes, lines, memorize, spacing, cheating out, topography, lines, songs, ensemble singing
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.8	<p>b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theater work.</p>		Content Knowledge	<b>Prior Knowledge Needed/Common Misconceptions</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic blocking and choreography cues, memorization techniques, stage vocabulary
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.8	<p>b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theater work.</p>		Content Knowledge	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Script and score for Q3 Performance
			Physical Skill	
			Product Development	

			Learning Behavior	
TH:Pr4.1.8	a. Explore different pacing to better communicate the story in a drama/theater work.  b. Use various character objectives and tactics in a drama/theater work to overcome an obstacle.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	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:Re8.1.8	a. Recognize and share artistic choices when participating in or observing 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

- Analyze my given character and their relationship to others and the story.
- Collaborate with the director, actors, and the playwright to implement stage blocking
- Use memorization techniques to memorize my lines and music for the performance
- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.
- Practice and refine my performance
- Finalize and perform the play for an audience.

## UNIT 6: Reflection on Performance

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.8	a. Apply criteria to the evaluation of artistic choices in a drama/theater work.	X	Content Knowledge	Critique, analyze, energy, space, enthusiasm
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re8.1.8	a. Recognize and share artistic choices when participating in or observing a drama/theater work.  c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theater work.	X	Content Knowledge	<b>Prior Knowledge Needed/Common Misconceptions</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.8	a. Respond to a drama/ theater work using supporting evidence, personal aesthetics, and artistic criteria.  b. Apply the production elements used in a drama/theater work to assess aesthetic choices.	X	Content Knowledge	<b>Resources</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Recording of Q3 performance
			Physical Skill	
			Product Development	
		X	Learning Behavior	

	c. Assess the impact of a drama/theater work on a specific audience.			
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### Learning Targets

**Lesson Targets: I CAN**

- Describe and record personal reactions to a performance of a drama/theater work using a rubric
- Respond to our performance using our success criteria
- Apply the production elements used in our performance to assess aesthetic choices.

## UNIT 7: Theater History - Shakespeare

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.8	a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theater work.		Content Knowledge	Sonnet, Play, monologue, dialogue, poetic structure, iambic pentameter, iamb, trochee, spondee, pyrrhic, anapest, dactyl
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
TH:Cr2.1.8	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.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cn11.2.8	b. Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theater work.		Content Knowledge	<b>Resources</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<a href="#">Scantion</a>
			Physical Skill	
			Product Development	
		X	Learning Behavior	

## Learning Targets

### Lesson Targets: I CAN

- Discuss Shakespeare, his works, and the Renaissance
- Analyze a Shakespearean scene for meaning and context
- Analyze a Shakespearean scene for poetic structure and rhythm
- Use memorization techniques to memorize a Shakespearean scene
- Refine and perform a Shakespearean scene

## UNIT 8: Relative Research

### UNWRAPPED STANDARDS

Standard		Type of Standard		Resources
TH:Re9.1.8	a. Respond to a drama/ theater work using supporting evidence, personal aesthetics, and artistic criteria.	X	Content Knowledge	Scripts, scores, video recordings of the musical being presented
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
TH:Cn11.1.8	a. Use different forms of drama/theater work to examine contemporary social, cultural, or global issues.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
TH:Cn11.2.8	a. Research the story elements of a staged drama/theater work and compare them to another production of the same work.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

## Learning Targets

### Lesson Targets: I CAN

- Identify an area of interest/concentration (costume, tech, set design, performance etc.) within the high school production
- Research theatrical themes and concepts connected to the high school production and interest area.
- Create and refine a representation of my interest area
- Perform/present my creation to the class
- Respond to my peers' work using supporting evidence, personal aesthetics, and artistic criteria.