

Student Achievement Committee

Wednesday, February 16, 2022 6:30 PM

Via Zoom Platform, 129 Church Street, Bristol, CT 06010

I. Call to Order

**II. Decision: Approval of Minutes from January 19,
2022 meeting**

III. Public Comment

**IV. Information: Middle School Theater Curricula Presenter: Dr. Sarli
Preview**

**V. Information: Midyear Progress Monitoring and
Performance**



Student Achievement Committee
January 19, 2022
MINUTES - DRAFT

Present: Catherine Carbone, Michael Dietter, Jennifer Dube, Carly Fortin, Molly Goodine, Sara Hale, Michael Higgins, Jaime Rechenberg, Azra Redzic, Kristy Ricciardone, Jillian Romann, Samantha Sarli, Todd Sturgeon, Dante Tagariello, Melanie Vetrano, Leszek Ward, Christopher Wilson

Call to Order:

Commissioner Sturgeon called the meeting to order at 6:30pm.

Approval of Minutes from December 15, 2021

On a motion made by Commissioner Wilson and seconded by Commissioner Sturgeon, Commissioner Tagariello abstained;

VOTED: To approve the Minutes of December 15, 2021.

Information: Program of Studies

Mike Higgins, Principal of Bristol Eastern High presented the Program of Studies, which catalogs all of the class offerings at Bristol Eastern High School and Bristol Central High School. Bristol Public Schools is in the process of identifying courses that are Mastery Based Credit opportunities, which will be piloted in the Spring for Juniors. Carly Fortin, Director of Teaching & Learning shared that the Mastery Credit Experience and the number of ways in which students can meet that requirement will be presented to the Student Achievement Committee during the May meeting.

Information: Dramatic Theater, curriculum preview:

Dr. Samantha Sarli, Supervisor of Fine Arts presented the Dramatic Theater curriculum. This new course will be exclusively offered at the Bristol Arts and Innovation Magnet School. Students will study contemporary and classic plays while learning performance skills and basic theater elements. This course will culminate in a performance of either a play or scenes from various plays.

Decision: Student Achievement Committee Meeting dates

On a motion made by Commissioner Tagariello and seconded by Commissioner Wilson, it was unanimously;

VOTED: To approve the Student Achievement Committee Meeting dates.

There being no further discussion, Commissioner Sturgeon adjourned the meeting at 6:45pm.

Respectfully submitted,

Gabby Nicoletti

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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



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	7th Grade Exploratory Drama
Course Description for Program of Studies	N/A
Grade Level	7
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	Scene Study
Creating		
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	S
TH:Cr2.1 Organize and develop artistic ideas and work.	S	S
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	P
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	P

TH:Pr6.1 Convey meaning through the presentation of artistic work.		S
Respond		
TH:Re7.1 Perceive and analyze artistic work.	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:Cr1.1.7	<p>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theater work.</p> <p>c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.</p>		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:Cr2.1.7	<p>a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context.</p> <p>b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.</p>		Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia, UCB Improv Manual
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	<p>a. Demonstrate focus and concentration in the rehearsal process to analyze and refine</p>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	choices in a devised or scripted drama/theater work.	X	Physical Skill	
	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work	X	Product Development	
			Learning Behavior	
TH:Pr5.1.7	a. Participate in a variety of acting exercises and techniques that can be applied 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:Re7.1.7	a. Compare recorded personal and peer reactions to 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: Scene Study

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	a. Investigate multiple perspectives and solutions to staging challenges in a drama/theater work.		Content Knowledge	Script, act, scene, line, character, given circumstances, objective, tactic, action, choices, character relationships, lines, memorize, cheat out, upstage, downstage, stage right, stage left, voice,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
	X	Product Development		
		Learning Behavior		
TH:Cr2.1.7	a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context.		Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<ul style="list-style-type: none"> - Readers Theater - Monologue/Scene script - Plays magazine
			Physical Skill	
	X	Product Development		
		Learning Behavior		
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	

	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work		Learning Behavior	
TH:Pr4.1.7	a. Consider various staging choices to enhance the story in a drama/theater work. b. Use various character objectives in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.7	a. Participate in a variety of acting exercises and techniques that can be applied 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:Pr6.1.7	a. Participate in rehearsals for a drama/theater work that will be shared with an audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets	
Lesson Targets: I CAN	
<ul style="list-style-type: none"> 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 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.



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	7th Grade Concentration Drama
Course Description for Program of Studies	N/A
Grade Level	7
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	Scene Study	Theater Foundations	Audition Skills	Technical Theater	Q3 Performance	Reflection on Q3 Performance	Fairy Tales	Compare and Contrast
Creating									
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	S		S	S	S		P	
TH:Cr2.1 Organize and develop artistic ideas and work.	S	S		S	S	S		S	
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	P		S	P	S		P	
Performing									
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S		P		S		S	

TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P		P	S	P			
TH:Pr6.1 Convey meaning through the presentation of artistic work.		S				P			
Respond									
TH:Re7.1 Perceive and analyze artistic work.	S						S	S	S
TH:Re8.1 Interpret intent and meaning in artistic work.			S				S		
TH:Re9.1 Apply criteria to evaluate artistic work.			P				P	S	P
Connecting									
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.						S		S	
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S						
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			S				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?
- Why are strong choices essential to interpreting a drama or theater piece?
- 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?
- 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?
- 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?
- What happens when theater artists and audiences share a creative experience?
- What happens when theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

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 reflect to understand the impact of drama processes and theater experiences.
- 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 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.
- Theater artists share and present stories, ideas, and envisioned worlds to explore the human experience.
- Theater artists allow awareness of interrelationships between self and others to influence and inform their work.

UNIT 1: Ensemble Activities

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	a. Investigate multiple perspectives and solutions to staging challenges 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)	
	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.		Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context.		Content Knowledge	Resources Improv Encyclopedia
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.	X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work	X	Product Development	
			Learning Behavior	

TH:Pr5.1.7	a. Participate in a variety of acting exercises and techniques that can be applied 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:Re7.1.7	a. Compare recorded personal and peer reactions to 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

- 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: Scene Study

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	<p>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theater work.</p> <p>c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.</p>		Content Knowledge	Action, objective, tactic, intention, scene, character, memorize, blocking, choices, physical, vocal, upstage, downstage, stage right, stage left
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	<p>a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context.</p> <p>b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.</p>		Content Knowledge	Resources Monologue/Scene script Plays magazine
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	<p>a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theater work.</p> <p>b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work</p>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.7	<p>a. Consider various staging choices to enhance the story in a drama/theater work.</p>	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	

	b. Use various character objectives in a drama/theater work.	X	Product Development	
			Learning Behavior	
TH:Pr5.1.7	a. Participate in a variety of acting exercises and techniques that can be applied 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:Pr6.1.7	a. Participate in rehearsals for a drama/theater work that will be shared with an audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN

- Understand and identify objectives and actions/tactics within my monologue or scene, and apply it to my performance
- Memorize, refine, and perform my monologue and scene for an audience
- 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 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 3: Theater Foundations

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re8.1.7	<p>b. Describe how cultural perspectives can influence the evaluation of drama/theater work.</p> <p>c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theater work.</p>	X	Content Knowledge	Theatron, orchestra, skene, proskenion, Deus ex Machina, Comedy, Tragedy, masks, improvisation, innamorati (the lovers), il Capitano, I Dottore, Graziano (the professor), Pantalone, Tartaglia, Harlequin, Pierrette, Pedrolino, Pedro, Brighella, Pulcinella, trope, character type
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.7	<p>c. Identify how the intended purpose of a drama/theater work appeals to a specific audience.</p>	X	Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Dr J's Illustrated Greek Theater Commedia dell'arte
			Physical Skill	
			Product Development	
		X	Learning Behavior	
TH:Cn11.1.7	<p>a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theater work with a particular cultural, global, or historic context.</p>		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

TH:Cn11.2.7	a. Research and discuss how a playwright might have intended a drama/theater work to be produced.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
	b. Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theater work.	X	Learning Behavior	

Learning Targets

- I CAN
- Explain important aspects of greek theater
 - Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theater work.
 - Explain important aspects of commedia dell'arte
 - Compare and contrast historical theater to contemporary art/media.
 - Describe how cultural perspectives can influence the evaluation of drama/theater work.
 - Identify how the intended purpose of a drama/theater work appeals to a specific audience.

UNIT 4: Audition Skills

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	c. Envision and describe a scripted or improvised character's inner thoughts and objectives 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:Cr2.1.7	a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context. b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.		Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Cuts of scenes and songs from Q3 production.
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	

	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work		Learning Behavior
TH:Pr4.1.7	b. Use various character objectives in a drama/theater work.	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
		X	Product Development
			Learning Behavior

Learning Targets

- Lesson Targets: I CAN**
- Select a musical theater song and monologue that is appropriate for my voice and character type
 - Understand and identify objectives and actions/tactics within my chosen monologue and song, and apply it to my performance
 - Understand and identify musical elements and vocal choices to further my character development and apply it to performance
 - Refine and perform my song and monologue for an audience

UNIT 5: Technical Theater

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	b. Explain and present solutions to design challenges in a drama/theater work.		Content Knowledge	Painting, sweeping, spiking, spike tape, props, set pieces, flats, platforms, railings, spotlights, microphones, cables, wires, batteries, packs
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.7	b. Choose a variety of technical elements that can		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	be applied to a design in a drama/theater work.	X	Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning Targets

I CAN

- Demonstrate effective set painting techniques, and be responsible for cleaning up after my work is finished.
- Sweep the stage so that it is safe for barefoot performers
- Demonstrate the ability to spike the stage for correct placement of set pieces and props
- Create, maintain and store props in an organized manner
- Safely move set pieces and props in the stage space
- Demonstrate the appropriate and safe use of a spotlight
- Assist in maintaining microphones (cables, batteries, muting, waterproofing)
- Correctly wrap a cable for storage
- Responsibly assist in the technical responsibilities during the Q3 performance, and beyond.

UNIT 6: Q3 Performance

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	<p>a. Investigate multiple perspectives and solutions to staging challenges in a drama/theater work.</p> <p>c. Envision and describe a scripted or improvised character's inner thoughts and objectives 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:Cr2.1.7	<p>a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context.</p> <p>b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		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:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Script and score for Q3 Performance

	and refine choices in a devised or scripted drama/theater work. b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work	X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.7	a. Consider various staging choices to enhance the story in a drama/theater work. b. Use various character objectives in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.7	a. Participate in a variety of acting exercises and techniques that can be applied 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:Pr6.1.7	a. Participate in rehearsals for a drama/theater work that will be shared with an audience.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
TH:Cn10.1.7	a. Incorporate multiple perspectives and diverse		Content Knowledge	

	community ideas in a drama/theater work.	X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning 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 7: Reflection on EOY performance

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.7	a. Compare recorded personal and peer reactions to 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:Re8.1.7	a. Identify the artistic choices made based on personal experience in a drama/theater work. c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theater work.	X	Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.7	a. Explain preferences, using supporting evidence and criteria to evaluate drama/theater work. b. Consider the aesthetics of the production elements in a drama/theater work	X	Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Recording of Q3 performance
			Physical Skill	
			Product Development	
		X	Learning Behavior	

	c. Identify how the intended purpose of a drama/theater work appeals to a specific audience.			
TH:Cn11.2.7	a. Research and discuss how a playwright might have intended a drama/theater work to be produced.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

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 8: Fairy Tales

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.7	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theater work.		Content Knowledge	Character, traits, history, background, objective, tactics, action, beginning, middle, end, conflict, resolution
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.7	a. Examine and justify original ideas and artistic choices in a drama/theater work based on critical analysis, background knowledge, and historical and cultural context. b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills, research ability on fairy tale characters
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.7	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	

	<p>devised or scripted drama/theater work.</p> <p>b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work</p>		Learning Behavior
TH:Pr4.1.7	b. Use various character objectives in a drama/theater work.	X	Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
		X	Product Development
			Learning Behavior
TH:Re7.1.7	a. Compare recorded personal and peer reactions to artistic choices in a drama/ theater work.	X	Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
TH:Re9.1.7	a. Explain preferences, using supporting evidence and criteria to evaluate drama/theater work.	X	Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
		X	Learning Behavior
TH:Cn10.1.7	a. Incorporate multiple perspectives and diverse		Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)

	community ideas in a drama/theater work.		Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning Targets

I CAN

- Describe a detailed character based on a fairy tale
- Write and perform a monologue from the point of view of the character I've chosen
- Collaborate with my classmates to create scenes that have a beginning, middle and end using the characters we created.
- Develop effective physical and vocal traits of characters in an improvised or scripted drama/theater work
- Perform the scenes my classmates and I have created.
- Examine and justify my ideas and artistic choices based on critical analysis, background knowledge, and historical and cultural context.

UNIT 9: Compare and Contrast

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.7	a. Compare recorded personal and peer reactions to artistic choices in a drama/theater work.	X	Content Knowledge	Plot, character, relationship, costumes, themes, time period, setting
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.7	b. Consider the aesthetics of the production elements in a drama/theater work. c. Identify how the intended purpose of a drama/theater work appeals to a specific audience.	X	Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
			Product Development	Resources
		X	Learning Behavior	Romeo and Juliet video recording, West Side Story video recording.

Learning Targets

I CAN

- Discuss my understanding of the story of Romeo and Juliet with my peers and teacher.
- Compare and contrast my previous understanding of the R&J story with a movie version.
- Compare and contrast the original R&J story to West Side Story (character names, plot points, etc)
- Compare and contrast settings
- Express my opinions in writing giving specific evidence to support my views.



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	6th Grade Exploratory Drama
Course Description for Program of Studies	N/A
Grade Level	6
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 Physical Space
Creating		
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	P	S
TH:Cr2.1 Organize and develop artistic ideas and work.	P	S
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	S	P
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	P

TH:Pr6.1 Convey meaning through the presentation of artistic work.		
Respond		
TH:Re7.1 Perceive and analyze artistic work.	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?
- What can I do to fully prepare a performance or technical design?
- Why are strong choices essential to interpreting a drama or theater piece?
- 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 develop personal processes and skills for a performance or design.
- Theater artists make strong choices to effectively convey meaning.
- Theater artists reflect to understand the impact of drama processes and theater experiences.

UNIT 1: Ensemble Activities through Improvisation

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances 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:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	a. Articulate and examine choices to refine a devised or scripted drama/theater work. b. Identify effective physical and vocal traits of characters		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia, UCB Improv Manual
		X	Physical Skill	
		X	Product Development	

	in an improvised or scripted drama/theater work.		Learning Behavior
TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X	Physical Skill
		X	Product Development
			Learning Behavior
TH:Re7.1.6	a. Describe and record personal reactions to 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.
- Explore physical, vocal and physiological choices to develop a performance
- Collaborate with the director, and actors to create improvised scenes

UNIT 2: The Physical Space

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	a. Identify possible solutions to staging challenges in a drama/theater work.		Content Knowledge	Up stage, Down Stage, Stage Right, Stage Left, Center Stage, Proscenium, cyc, legs, traveler, main curtain, House Right, House Left, apron, cheat out, raked, project, free voice, grounded sound, stage whisper, back of house
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	a. Articulate and examine choices to refine a devised or scripted drama/theater work. b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Viewpoints book - Assorted Monologues
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning Targets

- I CAN
- Identify stage directions. (Upstage, Downstage, Stage Right, Stage Left)
 - Project my voice so I can be heard on stage and off.
 - Discover and use appropriate speaking volume to communicate character in a drama/theater work..



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 Concentration 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 Body	The Actors Voice	Audition Skills	Q3 Performance	Reflection on Performance	Theater History - Shakespeare	Relative Research
Creating								
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			
Performing								
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	Resources
			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	Resources
			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"> - Charlie Chaplin Film - 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. - https://editorial.rottentomatoes.com/article/black-filmmaking-pioneers-from-the-earliest-days-of-cinema/
			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	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

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	Resources
		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	

Learning Targets

- Lesson Targets: I CAN**
- Select a musical theater song and monologue that is appropriate for my voice and character type
 - Understand and identify objectives and actions/tactics within my chosen monologue and song, and apply it to my performance
 - Understand and identify musical elements and vocal choices to further my character development and apply it to performance
 - Refine and perform my song and monologue for an audience

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	Prior Knowledge Needed/Common Misconceptions
		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	Resources
			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	Prior Knowledge Needed/Common Misconceptions
		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	Resources
		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	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Scantion
			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.



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	6th Grade Concentration Drama
Course Description for Program of Studies	n/a
Grade Level	6
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 Physical Space	Playwriting	Audition Skills	Costume Design	Q3 Performance	Reflection on Performance	Production Number	Compare and Contrast
Creating									
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	S	P	S	P	S		S	
TH:Cr2.1 Organize and develop artistic ideas and work.	S	S	P	S	S	S		S	
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	P	S	P	S	P		P	
Performing									
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S	S	P		S		S	

TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P			S	P			
TH:Pr6.1 Convey meaning through the presentation of artistic work.									
Respond									
TH:Re7.1 Perceive and analyze artistic work.	S		S		P		S		P
TH:Re8.1 Interpret intent and meaning in artistic work.			S		S		S		
TH:Re9.1 Apply criteria to evaluate artistic work.			S				P		S
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.					S		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?
- 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?

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' 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.

UNIT 1: Ensemble Activities

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances 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:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Improv Encyclopedia
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Re7.1.6	a. Describe and record personal reactions to 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

- 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 Physical Space

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	a. Identify possible solutions to staging challenges in a drama/theater work.		Content Knowledge	Up stage, Down Stage, Stage Right, Stage Left, Center Stage, Proscenium, cyc, legs, traveler, main curtain, House Right, House Left, apron, cheat out, raked, project, free voice, grounded sound, stage whisper, back of house
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work. b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	a. Articulate and examine choices to refine a devised or scripted drama/theater work. b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<ul style="list-style-type: none"> - Viewpoints book - Assorted Monologues
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning Targets

- I CAN
- Identify stage directions. (Upstage, Downstage, Stage Right, Stage Left)
 - Project my voice so I can be heard on stage and off.
 - Discover and use appropriate speaking volume to communicate character in a drama/theater work..

UNIT 3: Playwriting

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work.		Content Knowledge	Character, Situation, Relation, Location, Monologue, Action, Tactic, Stakes,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Magazines for pictures, pre-planned visual and written prompts for students to choose from.
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re8.1.6	a. Explain how artists make choices based on personal experience in a drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.6	a. Use supporting evidence and criteria to evaluate	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Create a detailed character based on a prompt
- Improve, refine, and evolve my character to inform my script/theater work.
- Collaborate with my classmates to create scenes with our characters and accept/incorporate the ideas of others in preparing our work.
- Create dialogue for my created character that reflects my choices through its development
- Perform the scenes my classmates and I have created.

UNIT 4: Audition Skills

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work.		Content Knowledge	Monologue, audition cut, song, action, objective, tactic, type, soprano, alto, tenor, bass, head voice, chest voice, movement, intention
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic ear training, memorization skills, understanding of the musical/play that selections are coming from, character study.
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Audition cuts created by teacher, full script and score, videos of other productions
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning Targets

- I CAN
- Select a musical theater song and monologue that is appropriate for my voice and character type
 - Understand and identify objectives and actions/tactics within my chosen monologue and song, and apply it to my performance
 - Understand and identify musical elements and vocal choices to further my character development and apply it to performance
 - Refine and perform my song and monologue for an audience

UNIT 5: Costume Design

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	b. Identify solutions to design challenges in a drama/theater work.		Content Knowledge	character analysis, moveability, material, shape, color, fit, symbolism, laundry, wash, dry, fold, dry clean, steam, iron, heat level, hanger, storage,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill		
	X	Product Development		
		Learning Behavior		
TH:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.		Content Knowledge	Prior Knowledge Needed
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
		Physical Skill		
	X	Product Development		
		Learning Behavior		
TH:Cr3.1.6	c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theater work.		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Potential to collaborate with the art teacher/costume designer
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr5.1.6	b. Articulate how technical elements are integrated into a drama/ theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re8.1.6	c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Cn11.2.6	a. Research and analyze two different versions of the same drama/theater story to determine differences and similarities in the visual and aural world of each story.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

Learning Targets

I CAN

- Analyze a character including physical, emotional, special talents/skills
- Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theater work to inform my choices
- Create a costume design plan that takes into consideration my character analysis, and the elements of costume design (Moveability, material, shape, color, fit, symbolism, etc.)
- Revise and improve my original work to match the character and/or aesthetics of the show.
- Maintain a costume collection for the run of a show (wash, dry, fold, organize, etc)

UNIT 6: Q3 Performance

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work.		Content Knowledge	Action, objective, tactic, memorize, lines, up stage, down stage, choreography, blocking, chorus, ensemble, solo, duet, project, volume, intention
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic acting and memorization skills from previous units
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Scripts and Scores for Q3 production
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	X	Physical Skill		
	X	Product Development		
		Learning Behavior		
	b. Articulate how technical elements are integrated into a drama/ theater work.			

Learning 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/musical for an audience.

UNIT 7: Reflection on Performance

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge	Reflect, analyze, critique, constructive criticism, ensemble work, support, solo, intention, effective,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re8.1.6	a. Explain how artists make choices based on personal experience in a drama/theater work. c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theater work.	X	Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.6	a. Use supporting evidence and criteria to evaluate b. Apply the production elements used in a drama/theater work to assess aesthetic choices. c. Identify a specific audience or purpose for a drama/theater work.	X	Content Knowledge	Resources
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Recording of Q3 performance, writing a critique prompts,
			Physical Skill	
			Product Development	
		X	Learning Behavior	

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 8: Production Number

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	a. Identify possible solutions to staging challenges in a drama/theater work.		Content Knowledge	Topography, picture, choreography, focus, attention, blocking, music, part singing, ensemble, levels
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	Prior Knowledge Needed/Common Misconceptions
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic choreography and blocking skills, basic singing/vocal/memorization skills
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Freak Flag, You Can't Stop the Beat, All in this Together, Seize the Day, Be Our Guest, Hard Knock Life
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.6	b. Experiment with various physical choices to	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	communicate character in a drama/theater work.		Physical Skill	
		X	Product Development	
			Learning Behavior	

Learning Targets

Lesson Targets: I CAN

- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.
- Refine and perform the music and choreography of a production number(s).
- Connect how a professional caliber of performance effectively tells the story.
- Connect how the ensemble effects and moves the plot forward in support of the main narrative.

UNIT 9: Compare and Contrast

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge	Character analysis, theme, color, tone, costumes, compare, contrast, preference.
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	Prior Knowledge Needed/Common Misconceptions
			Learning Behavior	Observation skills, basic writing skills.
TH:Re9.1.6	a. Use supporting evidence and criteria to evaluate	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	Resources
			Product Development	Different versions of the Cinderella Story <ul style="list-style-type: none"> - Disney Cinderella - Brandi Version - New Amazon Prime version - Hillary Duff - Cinderella story - Another Cinderella Story - Selena Gomez version - R&H stage version - Ever After - If the Shoe Fits - Into the Woods - Once Upon a Song - Ella Enchanted
		X	Learning Behavior	

Learning Targets

I CAN

- Discuss my understanding of the story of Cinderella with my peers and teacher.
- Compare and contrast my previous understanding of the Cinderella story with the Brothers Grimm version.
- Compare and contrast artistic choices actors make in different versions of the Cinderella story
- Compare and contrast costume design choices made in different versions of the Cinderella story
- Express my opinions in writing giving specific evidence to support my views.