

**Link Community Charter School
Grade 8 Performing Arts Scope and Sequence**

	A	B	C	D	E	F
1	Time Line	NJCCS: New Jersey Common Core Standards:	Essential Questions	Key Skills: What will students be able to do	Content: What will students know	Resources
2	Week 1- Theatre History and Scene Study	1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3	Identify the lives, works and influences of artists in cultures and historical periods?	Distinguish scenes and theatrical trends which reflect cultural traditions and periods in history	Analyze the social, historical and political impact of plays	Teacher Generated Written Assignments. Power point presentation
3	Week 2- Ensemble Building	1.1.8.C.1, 1.1.8.C.2, 1.1.8.C.3, 1.2.8.A.3, 1.3.8.C.1, 1.3.8.C.2, 1.4.8.B.1, 1.4.8.B.2	Why do we compare productions and works to today's theatre?	Differentiate a variety of dramatic literature and theatrical trends throughout periods in history while participating in ensemble building workshops.	Differentiate vocal rate, pitch and volume, Analyze the social, historical, and political impact of artists on culture, Use voice and body to develop trust among peers	Text book: Theatre Games for Young Performers, Exploring Theatre, Web based: www.childdrama.com/lessons
4	Week 3- Voice	1.1.8.C.1, 1.1.8.C.2, 1.1.8.C.3, 1.2.8.A.3, 1.3.8.C.1, 1.3.8.C.2, 1.4.8.B.1, 1.4.8.B.2	Why should we participate in exercises that promote vocal development? Why prepare to use your voice for a variety of character portrayals, personalities and public speaking?	Identify elements of characterization. Enhanced vocabulary, make historical connections, self evaluate	Demonstrate vocal control. Change characters voices by using various accents, changing pitch, tone and rate.	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint. Additional resource: supplied skits
5	Week 4 - Character Building	1.1.8.C.1, 1.1.8.C.2, 1.1.8.C.3, 1.2.8.A.3, 1.3.8.C.1, 1.3.8.C.2, 1.4.8.B.1, 1.4.8.B.2	Why do you build the inner thoughts of a character through a monologue or skit? How does that add to character development?	Distinguish pieces of dramatic literature. Use voices and bodies through a wide variety of techniques.	Define the articulating characters objectives, intentions, and subtext	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint.
6	Week 5- Improvisation	1.1.8.C.1, 1.1.8.C.2, 1.1.8.C.3, 1.2.8.A.3, 1.3.8.C.1, 1.3.8.C.2, 1.4.8.B.1, 1.4.8.B.2	How do we use voices and bodies through a variety of techniques to expand the range and the clarity of the characters they develop?	Define and develop believable, multidimensional characters	Cooperative learning. Identify elements of characterization Make connections to history. Vocabulary enhancement and Self evaluation.	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint.
7	Week 6- Monologue Development	1.1.5.C.3, 1.1.5.C.4, 1.1.8.C.1, 1.1.8.C.2	Why should actors examine the elements of character analysis and conduct research that includes the history and culture of their specific character; incorporating the use of voice and body to create the dynamics of their character?	Use voices and bodies to develop trust among peers. Differentiate vocal rate, pitch and volume.	Evaluate the effectiveness of a performance. The social, historical and political impact of various stories and their effect on culture.	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint.

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8	Week 7- Character Building and Monologue Development	1.1.5.C.3, 1.1.5.C.4, 1.1.8.C.1, 1.1.8.C.2	How do pieces of dramatic literature and theatrical trends relate to the cultural traditions and periods in history?	Use voices and bodies to develop characters. Evaluate the effectiveness of peer performances. Use methods of relaxation.	Critique and analyze peer performances. The three parts of improvisation. Terms and elements related to scene performance	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons .
9	Week 8- Produce a one act play	1.1.5.C.3, 1.1.5.C.4, 1.1.8.C.1, 1.1.8.C.2	Why should one research and develop a one act play? How will it assist in analyzing the social, historical and political impact of plays?	Create a method for defining and articulating character objectives. Evaluate the effectiveness of a play.	The dramatic structure of a play.	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint