

Performing Arts

Link Community Charter School

UNITS (6/6 SELECTED)

SUGGESTED DURATION

<input type="checkbox"/> Unit 1: Introduction to Performing Arts	<i>4 lessons</i>
<input type="checkbox"/> Unit 2: Positive Self-Talk Presentations	<i>8 lessons</i>
<input type="checkbox"/> Unit 3: Character Building, Skits, and Scene Work	<i>8 lessons</i>
<input type="checkbox"/> Unit 4: Voice, Improv, and Pantomime	<i>8 lessons</i>
<input type="checkbox"/> Unit 5: Monologue Development	<i>8 lessons</i>
<input type="checkbox"/> Unit 6: Peer and Self Evaluation	<i>4 lessons</i>

Unit 1: Introduction to Performing Arts

Performing Arts - Last Updated on October 6, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Theater

1.4.8.Pr6a:

Perform a rehearsed theatrical work for an audience

1.4.8.Cr3c:

Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

1.4.8.Cr1a:

Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.

1.4.8.Cr1c:

Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

1.4.8.Cr2b:

Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

1.4.8.Pr4a:

Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

Unit 1: Introduction to Performing Arts

Performing Arts - Last Updated on October 6, 2022

DESIRED RESULTS

Established Goals

As an introduction to Performing Arts, Unit 1 establishes community norms and expectations for the course through group exercises, team building activities. Students will engage in a variety of theater activities in whole and small groups to practice vocal development, while setting expectations for collaboration, participation, presentation, and constructive feedback. Connections will be made between key skills in Performing Arts and their use in other content areas and real world applications. This unit is made in collaboration between Link Education Partners, Link Community Charter School, and Sahirah Johnson of Streams of Creativity LLC,

Transfer

Students will be able to independently use their learning to...

- Establish community norms and expectations for Performing Arts class
- Set individual and group goals
- Practice exercises in vocal development and community building
- Identify real world applications of Performing Arts skills
- Give, receive, and implement constructive peer feedback

Meaning

Big Ideas & Understandings

Students will understand that...

- **All Grades:**
- **Theatre skills have direct use outside of the classroom in real-world scenarios and careers.**
- **Collaboration, cooperation, and application of Link's core values are necessary to have an enriched experience in Performing Arts.**
- **Recognize the arts serve multiple functions: enlightenment, education, and entertainment.**
- **Explore creativity based on real life experiences.**
- **Accept other's cultures, backgrounds, and**

Essential Questions

Students will keep considering...

- **All Grades:**
- **How will Link's core values be utilized in performing arts class?**
- **What skills do you need to perform in front of an audience?**
- **What are some life skills used in theatre?**
- **How can theatre enrich your life?**
- **How can strong performance skills enhance career choices?**

Unit 1: Introduction to Performing Arts

Performing Arts - Last Updated on October 6, 2022

Meaning	
<p>opinions.</p> <ul style="list-style-type: none">• Grades 7 and 8:• Focus on positive interactions and resolving conflict with others. <p>Express empathy towards others.</p> <p>Recreate human interaction in a natural and organic way.</p> <p>To be educated, enlightened, and entertained through the performing arts.</p>	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• All Grades:• Spotlight on theatre terms: Articulation, Enunciation, Improvisation	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• All Grades:<ul style="list-style-type: none">◦ Providing constructive feedback in a positive manner◦ Using technology to conduct research and, when appropriate, support theatrical presentations.◦ Make real world connections between Performing Arts skills and real-world scenarios.◦ Understand expectations and procedures.◦ Utilize performing arts techniques when problem solving.◦ Integrate theatre terms in performing arts discussions.◦ Develop a feeling of acceptance.◦ Explore creativity in a safe environment.

Unit 1: Introduction to Performing Arts

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Google Slides Presentations Skits, Monologues, and One Acts Pair and Small Group Activities Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

All Grades

- Theater warm ups and exercises
- Establish group norms and routines
- Constructive Feedback for Individuals, Pairs, Small Groups, and Whole Group
- Perform improvised and rehearsed scenes in front of an audience.

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 2: Positive Self-Talk Presentations

Performing Arts - Last Updated on October 6, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Visual and Performing Arts (2020) - Theater
1.4.8.Pr6a:
Perform a rehearsed theatrical work for an audience
1.4.8.Rea:
Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re8b:
Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Cr1a:
Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Pr4a:
Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr4b:
Use a variety of technical elements to create a design for a rehearsal or theatre production.
1.4.8.Re9c:
Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
New Jersey Common Core - Grade 8 - English Language Arts ELA
CCSS.ELA-Literacy.RL.8.2
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

Unit 2: Positive Self-Talk Presentations

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purpose, and audience.

CCSS.ELA-Literacy.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Unit 2: Positive Self-Talk Presentations

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DESIRED RESULTS

Established Goals

Over the course of Unit 2, students across grades 5 through 8 will create and present Positive Self-Talk Google Slides presentations that demonstrate attributes about themselves, their family, and culture or background. Essential questions, presentation length, and project criteria are differentiated by grade level with students building on their existing skills each year and reflecting on how they have changed over time.

Throughout Positive Self-Talk presentations, emphasis is placed on creating a safe space for students to be comfortable performing in front of their peers. As students present and observe presentations, they will gain experience and confidence in presenting in front of others; learn to provide constructive feedback in a positive environment; and establish community expectations for being an audience member to presentations, skits, scenes, warm ups, and other activities during class.

This unit is made in collaboration between Link Education Partners, Link Community Charter School, and Sahirah Johnson of Streams of Creativity LLC,

Transfer

Students will be able to independently use their learning to...

- Create Positive Self-Talk presentations in Google Slides
- Draft, revise, and edit written explanations and feedback for Positive Self-Talk presentations
- Establish and enforce community norms for audience members during independent, pair, and group activities and presentations
- Use technology to enhance and support theatrical works
- Give, receive, and implement constructive peer feedback

Meaning

Big Ideas & Understandings

Students will understand that...

- **All Grades:**
- Theatre skills have direct use outside of the classroom in real-world scenarios and careers.
- Collaboration, cooperation, and application of Link's core values are necessary to have an enriched experience in Performing Arts.
- Recognize the arts serve multiple functions: enlightenment, education, and

Essential Questions

Students will keep considering...

- **All Grades:**
- What attributes make me unique?
- What is a pechakucha, and how can I use it to verbally and visually share my ideas with others in a timed fashion?
- What activities, hobbies, or interests are important to me?

Unit 2: Positive Self-Talk Presentations

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Meaning	
<p>entertainment.</p> <ul style="list-style-type: none"> Explore creativity based on real life experiences. Accept other’s cultures, backgrounds, and opinions. Grades 7 and 8: Focus on positive interactions and resolving conflict with others. <p>Express empathy towards others.</p> <p>Recreate human interaction in a natural and organic way.</p> <p>To be educated, enlightened, and entertained through the performing arts.</p>	<ul style="list-style-type: none"> Who plays an important role in my life, and how have they impacted me? What achievements or life moments are you proudest of (so far?) How can I use technology to create presentations? Why is respect an integral part of positive self-talk? How will you use positive self-talk in your daily life? What have you learned about yourself through your positive self-talk presentation? How does it feel to give/receive constructive criticism? Grade 6 / 7 / 8 8: How have I grown or changed since 5th grade? How have my interests, passions, and other qualities changed? What has stayed the same? Grades 7 / 8: How can I utilize public speaking skills to enhance my Positive-Self Talk presentation?

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> All Grades: Active listening skills are a vital part of being a good audience member. Constructive feedback is given with the intention of helping performers understand areas of strength and areas of growth. Each of us has positive qualities that make us unique, memorable, and of value or importance. Grades 5-8 Theatre Terms: Constructive criticism, Projection, Slate, Pace, Open up Grades 7 / 8: Public speakers project their voices to the audience and take care to enunciate slowly and clearly. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> All Grades: Sharing independent, timed presentations in a whole group setting. Use active listening skills as an audience member. Draft, revise, and edit written explanations of student work. Participate in theater exercises in pairs, small groups, and whole groups. Utilize technology for presentational purposes. Demonstrate an understanding of self-confidence. Embrace and share heritage and culture with peers. Acknowledge similarities and differences in others. Apply constructive criticism to peers’ work. Grades 6 / 7 / 8: Determine how students' Positive Self-

Unit 2: Positive Self-Talk Presentations

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	<p>Talk presentations have changed over time (including the addition of new traits, development of new skills, or inclusion of new interests)</p> <ul style="list-style-type: none"> • Grades 7 / 8: Demonstrate public speaking skills in front of an audience (projecting, diction, cheating out).
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Google Slides Presentations Skits, Monologues, and One Acts Pair and Small Group Activities Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

Unit 2: Positive Self-Talk Presentations

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

All Grades

- Theater warm ups and exercises
- Introduction of Positive Self-Talk Presentations, Review Expectations and Criteria
- Independent Work Time: Creating Presentations in Google Slides
- Written Statements for Positive Self-Talk Presentations
- Positive Self-Talk Presentations and Constructive Feedback

Grades 6 / 7 / 8 (In addition to All Grades activities)

- Reflection: How have I changed or grown since grade 5, or the first time I made a Positive Self-Talk presentation? How have my classmates changed or stayed the same?
- Evaluate public speakers in plays or videos - what can we learn from them for our own presentations?
- 7th and 8th Only: Pechakucha creation and presentation

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 3: Character Building, Skits, and Scene Work

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STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Theater
1.4.8.Cr1a:
Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b:
Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c:
Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
1.4.8.Cr2a:
Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b:
Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a:
Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b:
Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c:
Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.4.8.Pr4a:
Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr4b:

Unit 3: Character Building, Skits, and Scene Work

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Use a variety of technical elements to create a design for a rehearsal or theatre production.

1.4.8.Pr5a:

Examine how character relationships assist in telling the story of devised or scripted theatre work.

1.4.8.Pr5b:

Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

1.4.8.Pr6a:

Perform a rehearsed theatrical work for an audience

1.4.8.Re7a:

Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re7b:

Compare recorded personal and peer reactions to artistic choices in a theatrical work.

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-Literacy.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Unit 3: Character Building, Skits, and Scene Work

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DESIRED RESULTS

Established Goals

In this unit, students will learn to embody the roles of various characters in skits, scenes, monologues, and theater exercises. Through developing unique characters, researching the culture or backgrounds of characters in established works, and completing thoughtful character analysis, students will strengthen their ability to connect with theatrical roles, empathize with others, and understand why characters make key choices or decisions. Completing character analysis and presentations will allow students to more accurately self-reflect and represent themselves in real world conversations.

This unit is made in collaboration between Link Education Partners, Link Community Charter School, and Sahirah Johnson of Streams of Creativity LLC,

Transfer

Students will be able to independently use their learning to...

- Perform as established characters in skits, scenes, monologues, or other theater activities
- Conduct character research on a character's life, history, and culture or background
- Create unique characters for skits, scenes, monologues, or other theater activities
- Create detailed backstories for unique characters that influence an actor's performance
- Analyze characters in plays, movies, or other theatrical works
- Give, receive, and implement constructive peer feedback
- Evaluate peer performances using established criteria

Meaning

Big Ideas & Understandings

Students will understand that...

- **All Grades:**
- **Theatre skills have direct use outside of the classroom in real-world scenarios and careers.**
- **Collaboration, cooperation, and application of Link's core values are necessary to have an enriched experience in Performing Arts.**
- **Recognize the arts serve multiple functions: enlightenment, education, and entertainment.**

Essential Questions

Students will keep considering...

- **All Grades:**
- **How can you build the inner thoughts of a character through a monologue or skit?**
- **How does character development strengthen a monologue, skit, or scene?**
- **How does creating and acting as other characters help us build empathy for others?**
- **How can implement constructive feedback from**

Unit 3: Character Building, Skits, and Scene Work

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Meaning	
<ul style="list-style-type: none"> • Explore creativity based on real life experiences. • Accept other’s cultures, backgrounds, and opinions. • Grades 7 and 8: • Focus on positive interactions and resolving conflict with others. Express empathy towards others. Recreate human interaction in a natural and organic way. To be educated, enlightened, and entertained through the performing arts. 	<p>teachers and peers in my character creation, skits, and scene work?</p> <ul style="list-style-type: none"> • What is your character’s objective? • How do team building exercises help you as a performer in a scene? • How does performing in a scene or a script enhance your team-player skills? • Why should you learn to evaluate your work and the work of others? • How is researching and creating a character’s life helpful in your performance? • Grade 5 and 6: Why and how do we conduct research for character building? • Grades 7 and 8: Why should actors examine the elements of character analysis, and conduct research on the history and culture of their specific character? • How can I incorporate voice and body into character creation and portrayal?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • Grades 5 and 6: Theater Terms <ul style="list-style-type: none"> ◦ Acts ◦ Scenes ◦ Audition ◦ House ◦ Spectacle ◦ Props ◦ Set • Grades 7 and 8: Theater Terms <ul style="list-style-type: none"> ◦ Ensemble ◦ Curtain call 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • All Grades: <ul style="list-style-type: none"> ◦ Providing constructive feedback in a positive manner ◦ Using technology to conduct research for character analysis and, when appropriate, support theatrical presentations. ◦ Make real world connections between Performing Arts skills and real-world scenarios. • Grade 5 and 6: <ul style="list-style-type: none"> ◦ Learn parts of the stage

Unit 3: Character Building, Skits, and Scene Work

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Acquisition

- **Cheat out**
- **4th wall**
- **Improvisation**
- **Emotion**

- **Use theatre terms/techniques.**
- **Practice and receive constructive criticism.**
- **Grades 7 and 8:**
 - **Take risks in a safe environment.**
 - **Research works based on elements learned in the history of theatre unit.**
 - **Distinguish pieces of dramatic works by using voices and bodies through a wide variety of techniques.**
 - **Define the articulating characters, objectives, and intentions in the script/scene.**

Unit 3: Character Building, Skits, and Scene Work

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Google Slides Presentations Skits, Monologues, and One Acts Pair and Small Group Activities Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

All Grades

- Theater warm ups and exercises
- Constructive Feedback for Individuals, Pairs, Small Groups, and Whole Group
- Perform improvised scenes in front of an audience

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

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Unit 4: Voice, Improv, and Pantomime

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STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Theater
1.4.8.Cr1c:
Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
1.4.8.Cr2b:
Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3a:
Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3c:
Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.4.8.Re7a:
Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b:
Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8b:
Justify the aesthetic choices created through the use of production elements in a theatrical work.
New Jersey Common Core - Grade 8 - English Language Arts ELA
CCSS.ELA-Literacy.RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.W.8.3b
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.8.5

Unit 4: Voice, Improv, and Pantomime

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With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Unit 4: Voice, Improv, and Pantomime

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DESIRED RESULTS

Established Goals

During Unit 4, students will learn about voice, improv and pantomime to strengthen their performances in skits, scenes, monologues, and other theatrical works.

- By participating in exercises and activities that promote vocal development, students will strengthen their public speaking skills and character performance
- Through improvisation, students will gain confidence taking risks, committing to character decisions and choices, and collaborating with other performers
- Through pantomime, students will use body language and gestures to communicate with other performers, relay tone or mood to an audience, and display character traits and actions without sound.

This unit is made in collaboration between Link Education Partners, Link Community Charter School, and Sahirah Johnson of Streams of Creativity LLC,

Transfer

Students will be able to independently use their learning to...

- Collaborate with peers in improvised scenes and skits
- Perform pantomimed skits, scenes, or monologues
- Strengthen performances of existing characters with new skills in voice, body language, and improvisation
- Incorporate voice and body into character performance
- Give, receive, and implement constructive peer feedback
- Make connections between Performing Arts skills and real-world scenarios

Meaning

Big Ideas & Understandings

Students will understand that...

- **All Grades:**
- **Theatre skills have direct use outside of the classroom in real-world scenarios and careers.**
- **Collaboration, cooperation, and application of Link's**

Essential Questions

Students will keep considering...

- **All Grades:**
- **How would you use improvisation during a real-life situation?**
- **How would you utilize the art of pantomiming to create**

Unit 4: Voice, Improv, and Pantomime

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Meaning	
<p>core values are necessary to have an enriched experience in Performing Arts.</p> <ul style="list-style-type: none"> Recognize the arts serve multiple functions: enlightenment, education, and entertainment. Explore creativity based on real life experiences. Accept other’s cultures, backgrounds, and opinions. Grades 7 and 8: Focus on positive interactions and resolving conflict with others. <p>Express empathy towards others.</p> <p>Recreate human interaction in a natural and organic way.</p> <p>To be educated, enlightened, and entertained through the performing arts.</p>	<p>a believable character?</p> <ul style="list-style-type: none"> What parts of the body can be used to tell a story? Grades 7 and 8: How do we use voices and bodies through a variety of techniques to expand the range and the clarity of the characters they develop? How can we use our voices to play the roles of a variety of characters, add depth to scenes and monologues, and strengthen our public speaking skills?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> All Grades Theatre Terms: Believable, Acts, Scenes, Acoustics, Audition, House, Spectacle, Props, Set Grades 5 and 6: Theatre Terms: Acts, Scenes, Audition, House, Spectacle, Props, Set 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> All Grades: <ul style="list-style-type: none"> Providing constructive feedback in a positive manner Using technology to conduct research for character analysis and, when appropriate, support theatrical presentations. Make real world connections between Performing Arts skills and real-world scenarios. Participate in theatre exercises that develop pantomime skills.

Unit 4: Voice, Improv, and Pantomime

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Acquisition

- Explore literature through pantomime and improvisation.
- Use voice and body through pantomime and improvisation.
- **Grades 5 and 6:**
 - Learn parts of the stage.
 - Practice articulation, enunciation, and projection.
 - Use theatre terms/techniques.
 - Practice and receive constructive criticism.
- **Grades 7 and 8:**
 - Use improvisation guidelines during a performance.
 - Choose topics to interpret through improvisation.
 - Define and develop believable characters through improvisation.

Unit 4: Voice, Improv, and Pantomime

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Google Slides Presentations Skits, Monologues, and One Acts Pair and Small Group Activities Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

LEARNING PLAN


Summary of Key Learning Events and Instruction:

All Grades

- Theater warm ups and exercises
- Constructive Feedback for Individuals, Pairs, Small Groups, and Whole Group
- Perform improvised scenes in front of an audience
- Use voices and bodies to develop characters
- Create backstories for characters to justify choices in improvised scenes

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 5: Monologue Development

Performing Arts - Last Updated on October 6, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Theater
1.4.8.Cr1b:
Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c:
Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
1.4.8.Cr2a:
Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr3c:
Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.4.8.Pr4a:
Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr5a:
Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr6a:
Perform a rehearsed theatrical work for an audience
1.4.8.Re7a:
Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Pr5b:
Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
1.4.8.Re8c:
Assess the impact of a theatrical work on a specific audience.
1.4.8.Rea:

Unit 5: Monologue Development

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Analyze how personal experiences affect artistic choices in a theatrical work.

1.4.8.Re8a:

Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

1.4.8.Re9b:

Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.

1.4.8.Re9c:

Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.

1.4.8.Cn10a:

Examine a community issue through multiple perspectives in a theatrical work.

1.4.8.Cn11a:

Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.

1.4.8.Cn11b:

Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-Literacy.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.W.8.3a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.8.3b

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events,

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and/or characters.

CCSS.ELA-Literacy.RL.8.7

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCSS.ELA-Literacy.W.8.3d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.W.8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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DESIRED RESULTS

Established Goals

In Unit 5, students will combine their previous learning opportunities to rehearse and perform monologues for an audience of their peers. Students will select or write monologues (dependent on grade level or ability level); spend time conducting in depth research and backstory creation for their established or newly created characters; rehearse their monologues, implementing formative teacher or peer feedback; and perform finished monologues for an audience of their peers. Final monologue performances will require students to demonstrate their mastery of skills in character building, voice, body, and other core theatrical skills.

Over the course of the unit, students will also evaluate monologues and scenes performed in various plays, movies, or theatrical works for character analysis, representation of historic or cultural events, and technical design elements.

This unit is made in collaboration between Link Education Partners, Link Community Charter School, and Sahirah Johnson of Streams of Creativity LLC,

Transfer

Students will be able to independently use their learning to...

- Rehearse and perform self-selected or self-generated monologues in front of an audience
- Develop in depth character research for existing or self-generated characters
- Implement constructive feedback from teachers and peers during the rehearsal process
- Give, receive, and implement constructive peer feedback
- Incorporate voice and body to strengthen character performance
- Analyze characters in plays, movies, or other theatrical works
- Analyze the representation of historic or cultural events in plays, movies, or other theatrical works
- Make connections between Performing Arts skills and real-world scenarios

Meaning

Big Ideas & Understandings

Students will understand that...

- **All Grades:**
- **Theatre skills have direct use outside of the classroom in real-world scenarios and careers.**

Essential Questions

Students will keep considering...

- **All Grades:**
- **How does a character's personality affect acting choices?**

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Meaning	
<ul style="list-style-type: none"> • Collaboration, cooperation, and application of Link's core values are necessary to have an enriched experience in Performing Arts. • Recognize the arts serve multiple functions: enlightenment, education, and entertainment. • Explore creativity based on real life experiences. • Accept other's cultures, backgrounds, and opinions. • Grades 7 and 8: • Focus on positive interactions and resolving conflict with others. Express empathy towards others. Recreate human interaction in a natural and organic way. To be educated, enlightened, and entertained through the performing arts. 	<ul style="list-style-type: none"> • How does preparedness influence the quality of your work? • Why is it important to have empathy for your character? • What memorization technique works best for you? • How does assuming the roles of characters in monologues or scenes help us develop empathy for others? • How can I use voice, body, and other skills to portray characters in monologues? • Grades 7 and 8: How can research that would include examination of the history and culture of a specific character help develop that character? • Grade 8: • How does time and place impact the portrayal of characters in scenes or monologues? • How do we distinguish pieces of dramatic literature and theatrical trends as it relates to the cultural traditions and periods in history? • Why do we compare productions and works to today's theatre?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • All Grades Theatre Terms: Blocking, Off Book, Stage Positions, Places!, Hold!, On deck 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • All Grades: • Examine the history and culture of characters. • Perform a role portraying thought, feeling, and character choices. • Develop and create believable characters through research. • Critique and improve performance skills. • Providing constructive feedback in a positive manner

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Acquisition

- Using technology to conduct research for character analysis and, when appropriate, support theatrical presentations.
- Make real world connections between Performing Arts skills and real-world scenarios.
- Use active listening skills as an audience member.
- Participate in theater exercises in pairs, small groups, and whole groups.
- Implement constructive feedback from teachers and peers during the rehearsal process
- Incorporate voice and body to strengthen character performance
Analyze characters in plays, movies, or other theatrical works
- **Grades 7 and 8:**
- **Choose monologues to perform from a library of scenes, monologues, and one-act plays, OR self-generate an original monologue performance**
- **Create detailed character backgrounds through independent research**
- **Analyze the representation of historic or cultural events in plays, movies, or other theatrical works**

Unit 5: Monologue Development

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Google Slides Presentations Skits, Monologues, and One Acts Pair and Small Group Activities Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

Unit 5: Monologue Development

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

All Grades

- Theater warm ups and exercises
- Constructive Feedback for Individuals, Pairs, Small Groups, and Whole Group
- Use voices and bodies to develop characters.

Grade 5 (in addition to All Grades Activities)

- Choose monologues to perform from a teacher-selected list of options
- Conduct character research on existing or newly created characters
- Implement constructive feedback on monologues during the rehearsal process
- Perform self-selected monologues and provide constructive feedback for peer performances

Grade 6 (in addition to All Grades Activities)

- Choose monologues to perform from a library of scenes, monologues, and one-act plays
- Select monologues to perform independently from a list of choices
- Conduct character research on existing or newly created characters
- Implement constructive feedback on monologues during the rehearsal process
- Perform self-selected monologues and provide constructive feedback for peer performances

Grade 7 (In addition to All Grades activities)

- Choose monologues to perform from a library of scenes, monologues, and one-act plays, **OR** self-generate an original monologue performance
- Conduct character research on existing or newly created characters
- Implement constructive feedback on monologues during the rehearsal process
- Perform self-selected monologues and provide constructive feedback for peer performances
- Watch and Evaluate *The Great Debaters* to conduct character analysis and evaluate the representation of historical events in film

Grade 8 (In Addition to All Grades Activities)

- Choose monologues to perform from a library of scenes, monologues, and one-act plays, **OR** self-generate an original monologue performance
- Conduct character research on existing or newly created characters
- Implement constructive feedback on monologues during the rehearsal process
- Watch and Evaluate *The Great Debaters* to conduct character analysis and evaluate the representation of historical events in film

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- Watch and Evaluate *The Watsons Go to Birmingham* to conduct character analysis and evaluate the representation of historical events in film

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 6: Peer and Self Evaluation

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Visual and Performing Arts (2020) - Theater

1.4.8.Cr1a:

Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.

1.4.8.Re7a:

Describe and record personal reactions to artistic choices in a theatrical work.

1.4.8.Re7b:

Compare recorded personal and peer reactions to artistic choices in a theatrical work.

1.4.8.Re8a:

Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

New Jersey Common Core - Grade 8 - English Language Arts ELA

CCSS.ELA-Literacy.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Unit 6: Peer and Self Evaluation

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DESIRED RESULTS

Established Goals

Throughout all units of Performing Arts in every grade level, students will learn to share, receive, and implement constructive feedback in their performances. By establishing a safe environment that values collaboration and growth, students will learn to implement feedback mid-rehearsal process, evaluate their own performances and others' using theatre terminology, and use feedback to inform future performances.

This unit is made in collaboration between Link Education Partners, Link Community Charter School, and Sahirah Johnson of Streams of Creativity LLC,

Transfer

Students will be able to independently use their learning to...

- Implement feedback mid-rehearsal process
- Evaluate their own performances and others' using theatre terminology
- Use feedback to inform future performances.

Meaning

Big Ideas & Understandings

Students will learn to...

- **All Grades:**
- **Theatre skills have direct use outside of the classroom in real-world scenarios and careers.**
- **Collaboration, cooperation, and application of Link's core values are necessary to have an enriched experience in Performing Arts.**
- **Recognize the arts serve multiple functions: enlightenment, education, and entertainment.**
- **Explore creativity based on real life experiences.**
- **Accept other's cultures, backgrounds, and opinions.**
- **Grades 7 and 8:**
- **Focus on positive interactions and resolving conflict**

Essential Questions

Students will keep considering...

- **All Grades:**
- **How will the constructive criticism formula assist you in the future?**
- **What is the value of constructive criticism?**
- **Why is it important to have artistic discipline in class?**
- **Why is it important to evaluate your own work?**
- **Why is it important to use theatre terms when evaluating your peers' work?**

Unit 6: Peer and Self Evaluation

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Meaning	
<p>with others.</p> <p>Express empathy towards others.</p> <p>Recreate human interaction in a natural and organic way.</p> <p>To be educated, enlightened, and entertained through the performing arts.</p>	

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• All Grades Theatre Terms: Evaluate, Positive, Constructive, Growth Area, and other unit specific Vocabulary	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• All Grades:• Self-reflect on performance.• Evaluate the effectiveness of peer performance by utilizing constructive criticism.• Use theatre terms to provide self-reflection and constructive criticism.• Identify evaluation methods.• Implement feedback during the rehearsal process.• Use feedback and evaluation to inform future performances, projects, and collaborations.

Unit 6: Peer and Self Evaluation

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Google Slides Presentations Skits, Monologues, and One Acts Pair and Small Group Activities Graphic Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Writing Prompts One Pager Infographics Small Group Presentations Nearpod Lessons Kahoot Review Quizzes
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

All Grades

- Theater warm ups and exercises
- Constructive Feedback for Individuals, Pairs, Small Groups, and Whole Group (Dependent on Unit Activities)
- Written self-evaluation (Dependent on Unit Activities)
- Rubric self-evaluation (Dependent on Unit Activities)
- Post-performance reflection (review peer, teacher, and self evaluation to set goals for future performances)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

ATTACHMENTS

