

St. Johns County School District
M-J Performing Arts-Theater 1-Quarter 2
Curriculum Map-(2015-2016)-Florida Standards

Course Name: M/J Theater 1
 Course Code: 040000
 Time Frame: 2nd Quarter

Desired Outcomes/Results
<u>Strand: Historical & Global Connections</u>
TH.68.H. 3.3. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
TH.68.H. 3.6. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
TH.68.H. 2.4. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Discuss the differences between presentational and representational theatre styles.
<u>Strand: Critical Thinking & Reflection</u>
TH.68.C. 2.3. Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Ask questions to understand a peer's artistic choices for a performance or design.
<u>Strand: Innovation, Technology, & the Future</u>
TH.68.F. 1.3. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.
<u>Strand: Organizational Structure</u>
TH.68.O.2.4 The structural rules and conventions of an art form serve as both a foundation and departure point of creativity. Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.
<u>Strand: Skills, Technique, and Processes</u>
TH.68.S. 1.2. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.
TH.68.S. 3.1. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Develop characterizations, using basic acting skills, appropriate for selected dramatizations.

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Content Area Connections: LAFS.68.RST.2.4, LAFS.K12.SL.1.2, LAFS.K12.SL.1.3, LAFS.K12.SL.2.4, LAFS.68.WHST.3.9, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1, K12.MP.7.1, LAFS.6.SL.1.1, LAFS.6.SL.1.1a, LAFS.6.L.1.1

Essential Understanding: Students will gain basic pantomime, character and improvisation skills and will utilize blocking and stage movement.

Essential Questions: What are the elements of acting? How do you develop a character? (Including Pantomime)

Academic Objectives: Student will develop basic acting skills

Students will know:

Stage Geography (DC, CS....)
 Body Positions (Full Front, Full Back.....)
 Verbal and Non-Verbal skills (Pantomime, Voice Projection.....)
 Criteria of Improvisation

Students will be able to:

Demonstrate knowledge of stage geography and body positions
 Demonstrate appropriate articulation and projection according to acting space
 Present a short improvisational scene

Building on Prior Knowledge: See first quarter content

Exemplar Goal/Scale

Score 4.0: In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.

Score 3.0: No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.

Score 2.0: No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes.

Score 1.0: With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

Score 0.0: Even with help, no understanding or skill demonstrated.

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Formative Assessment Questions:

Students will be able to identify the 9 geographical locations on a proscenium stage
 Students will be able to identify 8 body positions used in acting (open and closed)
 Students will be able to develop a character in an improv
 Students will be able to perform a basic pantomime alone or in a group

Learning Plan

High Yield Instructional Strategies

Identifying similarities and differences - Students should compare, contrast, and create metaphors, analogies and non-linguistic or graphic representations (e.g., Venn diagrams, classifying, analogies, cause and effect, compare and contrast organizers)

Summarizing and note taking - Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, graphic organizers, journal summaries, break-down assignments, create reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.

Words to Know for Content:

Articulation
 Diction
 Rate and pitch
 Direction
 Expression
 Pantomime
 Monologues

Mime
 Blocking
 Stage movement
 Motivation
 Subtext
 Character analysis
 Stage geography
 Apron

Key Vocabulary for Learning Strategies and Tasks

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Resources:

Free Resources for High School and Middle School Theatre Teachers: <https://www.theatrefolk.com/free-resources>

Florida Thespians: <http://flthespian.com>

Jr. Thespians:

District 1 Jr. Thespians: <http://district1.jrits3.org/about>

Florida Association of Theatre Educators: <http://www.fatefirst.com/Home.html>

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Assessment Evidence

Performance Tasks/Other Evidence and Tools

Sound assessments:

- [align with learning goals;](#)
- [vary in type and format;](#)
- [use authentic performance tasks;](#)
- [use criteria scoring tools such as rubrics or exemplars;](#)
- [allow teachers and students to track growth over time;](#)
- [validate the acquisition of transferable knowledge;](#)
- [give insight into students' thinking processes;](#)
- [cause students to use higher level thinking skills;](#)
- [address guiding questions and identified skills and processes;](#)
- [provide informative feedback for teachers and students; and](#)
- [ask students to reflect on their learning.](#)

Diagnostic and/or Placement:

prior knowledge questions through the use of KWL charts - [KWL Chart Example](#)

anticipation guides - [Anticipation Guide Examples](#)

review of terms used in standards as well as subject matter

explicit versus inferential evidence

textual evidence

connotative meaning

Formative:

exit slips - [Use of Exit Slips](#)

response writing - [Writing a Response Essay](#)

quizzes/short answer responses, dialectical journals ([Dialectical Journals](#))

participation in Socratic Seminars [Socratic Seminar 2](#)

class discussions (thoughtful conversations) based on the use of Comprehensive Instructional Sequence ([CIS Model](#))