

St. Johns County School District
M-J Performing Arts-Theater 1-Quarter 3
Curriculum Map-(2015-2016)-Florida Standards

Course Name: M/J Theater 1
 Course Code: 040000
 Time Frame: 3rd Quarter

Desired Outcomes/Results
<u>Strand:</u> Historical & Global Connections
TH.68.H. 2.8. The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Identify and describe theatrical resources in the community, including professional and community theatres, experts, and sources of scripts and materials.
<u>Strand:</u> Critical Thinking & Reflection
TH.68.C. 1.3. Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards TH.68.C. 3.1. The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation..
<u>Strand:</u> Innovation, Technology, & the Future
TH.68.F. 3.1. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
<u>Strand:</u> Organizational Structure
TH.68.O.1.3 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. Explain the impact of choices made by directors, designers, and actors on audience understanding.
<u>Strand:</u> Skills, Technique, and Processes
TH.68.S. 2.4. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Memorize and present a character’s lines from a monologue or scene.

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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, MAFS.K12.MP.7.1, LAFS.6.SL.1.1, LAFS.6.SL.1.1a, LAFS.6.L.1.1

Essential Understanding: Design Aspects of Theater (set, costume, lighting, makeup), Play Cycle, Copyright Laws, and Royalties

Essential Questions: What are all the elements of theatre used in creating a performance or play? Why are copyright laws and royalties important?

Academic Objectives: Student will have basic understanding for the production of a show

Students will know:

Basic concepts for set, costume, lighting, and makeup design (color, texture...)
 Basic copyright laws and purpose of royalties

Student will be able to:

Create a basic design project for set, costume or makeup
 Map out the basic stages of the play cycle
 Follow basic copyright laws and procedures

Building on Prior Knowledge: See 1st and 2nd Quarter

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 Content Questions:

Students will be able to list at one copyright law and discuss.
 Student will explain how design enhances performance (mood, style, texture, color....)
 Student will be able to list at least three stages in the play cycle.

Learning Plan

High Yield Instructional Strategies

Identifying similarities and differences - Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations (Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, 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, narrative organizers, journal summaries, break-down

Words to Know for Content

Copyrighted
 Publishing
 Playwright
 Russian-run-through
 Off book
 Set design
 Costuming
 Floor plan
 Leveling the set

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>

Copyright Laws for Theatre People: <http://lecatr.people.wm.edu/copy.htm>

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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](#))