

Instructional Map

Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<i>Concept from Pacing Guide (no verbs) State Student Performance Indicators</i>	<i>Measurable Verb paired with student activities and products.</i>	<i>Measured demonstration of student activity/outcome quality.</i>	<i>Books, websites, articles</i>
QUARTER 1			
PERFORM			
Individual and Ensemble Building CLEs 2.2, 2.3 SPIs 2.2.2, 2.2.3, 2.3.1	Discuss determination of strengths and weaknesses; instruct the development of a self-improvement plan to increase student's abilities Discuss the importance of establishing goals for self-improvement Explain individual and group responsibilities in dramatic performances Discuss group dynamics objectives/rules/participation in dramatic performances Instruct/demonstrate/establish rules for group dynamic exercises Explain personal and team roles for theatre exercises and performances Provide theatre games/activities for individual/group practice	Analyze personal strengths and weaknesses by participating in theatre games/activities: (ex. mirroring, partner observation, personal reflection, physical warm ups, breathing exercises, body alignment, body isolation, memorizing techniques). Engage in class and self-critiques for improvement Create an improvement plan discussing strengths and weaknesses and ways to improve Create an action plan stating self-improvement goals Participate in class discussion relating personal/team roles for performances. Self-assess and group assess presentations for continued improvement Participate in team-building exercises to determine effective group/personal dynamics	<i>Theatre: Art in Action: pp. 19 -27</i> <i>Theatre Games for Young Performers</i> by Maria C. Novelly <i>Basic Drama Projects</i> by Fran Averett Tanner
Monologues CLEs 2.1, 2.2, 2.3, 2.4, 2.6 SPIs 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 2.6.2, 2.6.3	Read and discuss exemplary monologues-classical and modern Demonstrate how to perform a monologue using vocal and physical characterization and expression Assign monologues to write, rehearse, and perform Assign scripted monologues	Write, rehearse, and perform an original monologue using vocal expression and characterization Perform a scripted monologue	<i>Theatre: Art in Action: pp. 146-148, 249-251</i> <i>Theatre Games for Young Performers</i> by Maria C. Novelly <i>Basic Drama Projects</i> by Fran Averett Tanner

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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Acting and Reacting</p> <p>CLEs</p> <p>1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 7.1, 7.2</p> <p>SPIs</p> <p>1.1.1, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.5.1, 2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.4.1, 7.1.1, 7.1.4, 7.2.1</p>	<p>Explain the importance of characters acting and reacting during a performance</p> <p>Discuss developing and writing dialogue; giving consideration to circumstances, character, and creating the shape of the scene</p> <p>Assign an original performance with dialogue that has good beginning, middle, and ending to the scene</p> <p>Assign revising the dialogue based on assessment of plot, acting/reacting, dialogue, and characters portrayed in performance</p> <p>Assign performing the piece after revisions</p>	<p>Write and stage, with dialogue, a duet or group original scene from an original source:</p> <ul style="list-style-type: none"> choose situation develop characters considering voice and movement, improvise and shape the scene (consider entrances/exits) Develop dialogue of characters considering the beginning, middle and ending of the scene rehearse scene deciding if props are needed perform convincingly self and group assess all performances (writing responses in theatre journal), adapt by responding to the assessments in revisions Perform after revisions 	<p><i>Theatre: Art in Action</i>: pp. 100-102, 151, 244-249, 371-373, 422, 500-503</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
CREATE			
<p>Contentless Scenes</p> <p>CLEs</p> <p>1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 7.1, 7.2</p> <p>SPIs</p> <p>1.1.1, 1.1.2, 1.2.1, 1.3.1, 2.2.2, 2.3.2, 2.4.1, 7.1.1, 7.1.4, 7.2.1</p>	<p>Explain and discuss contentless/group scenes</p> <p>Explain contentless/group scenes for given circumstances including:</p> <ul style="list-style-type: none"> the “who, what, where, when” of creating a performance creating a scene based upon choices characters make <p>Assign performing a contentless scenes</p> <p>Guide the identification of peer choices at the conclusion of performances</p> <p>Evaluate scenes</p> <p>Checks for Understanding:</p> <p>Formative: 1.1, 2.2, 2.3, 2.4, 7.1, 7.2</p> <p>Summative: 1.1, 2.2, 2.3, 2.4, 7.1, 7.2</p>	<p>Use contentless scenes to create group performances</p> <p>Analyze, create, and perform contentless scene</p> <p>Critique group presentations</p>	<p><i>Theatre: Art in Action</i>: pp. 40-43, 105-109, 129-139, 150-153, 244-257, 273-279, 500-503</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
RESPOND			

Instructional Map

Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Critiquing Process</p> <p>CLEs</p> <p>7.1</p> <p>SPIs</p> <p>7.1.1, 7.1.2,</p>	<p>Explain criteria for of selected dramatic performances including: discussion, analysis, interpretations, artistic merit, theatre language</p> <p>Give factual information to make knowledge-based decisions (analysis)</p> <p>Explain feelings, ideas, and personal preferences to make aesthetic interpretations</p> <p>Discuss personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects</p> <p>Use theatre language when interpreting/assessing drama</p> <p>Assign dramatic works for critiquing</p>	<p>Critique dramatic works relating description, analysis, interpretation, aesthetic preferences and artistic merit of chosen theatre productions</p> <p>Write a short interpretation critique using appropriate theatre language for a live or recorded dramatic performance</p>	<p><i>Theatre: Art in Action:</i> pp. 112, 387-389, 530-535, 540-543, 566, 567</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
CONNECT			
<p>Theatre and Society</p> <p>CLEs</p> <p>5.1, 5.3, 8.2, 8.3</p> <p>SPIs</p> <p>5.1.1, 5.1.2, 5.3.3, 8.2.2, 8.3.1, 8.3.2</p>	<p>Explain how drama depicts life and authentic history/culture</p> <p>Explain how drama influences social changes</p> <p>Explain how history and culture influence drama</p> <p>Explain and lead discussions concerning the works of exemplary actors/actresses</p> <p>Explain style, theme, and dramatic elements</p> <p>Assign various historical time periods/actors for researching and performing</p>	<p>Research and discuss historical/cultural information to demonstrate an understanding of various styles, themes, and exemplary models of acting and playwriting relating to the stage and technical theatre</p> <p>Perform in a short scene several times, using a different production style each time.</p> <p>Critique performances</p>	<p><i>Theatre: Art in Action:</i> pp. 1-15, 66-68, 73, 154-157, 189, 192-195, 296-298, 327-329, 426-429, 456-459</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
QUARTER 2			
PERFORM			

Instructional Map

Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Scenes Depicting Specific Cultures and Historical Time Periods</p> <p>CLEs</p> <p>1.1, 1.2, 1.4, 1.5, 2.1, 2.3</p> <p>SPIs</p> <p>1.1.1, 1.1.2, 1.2.4, 1.4.3, 1.5.1, 1.5.3, 2.1.2, 2.3.1, 2.3.2,</p>	<p>Show DVDs or scripts of current theatrical performances; discuss the theme, plot, character development, setting, style, dialogue, production values, and time period</p> <p>Assign the creation of an original scene that incorporates dramatic structure, characterization, props, and costumes</p>	<p>Research current theatrical performances on the local, regional, national, and international levels</p> <p>Write, rehearse, and perform an original scene that incorporates dramatic structure, characterization, props, costumes in a period setting</p> <p>Write, rehearse, and perform an original scene that incorporates dramatic structure, characterization, props, costumes in a contemporary setting</p>	<p><i>Theatre: Art in Action:</i> pp. 540-543</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
CREATE			
<p>The Role of the Playwright</p> <p>CLEs</p> <p>5.1, 5.2, 8.1, 8.2</p> <p>SPIs</p> <p>5.1.1, 5.2.1, 8.1.1, 8.1.2, 8.2.1</p>	<p>Discuss exemplary playwrights and their styles</p> <p>Assign a paper on the contributions of Greek/Roman playwrights</p> <p>Assign an oral presentation on a famous playwright</p>	<p>Write a paper describing the contributions of Greek and Roman playwrights to the origin of theatre</p> <p>Read, research, and prepare an oral presentation on a famous playwright</p>	<p><i>Theatre: Art in Action:</i> pp. 1-15, 44-47, 66-68, 154-157, 192-195, 296-298, 326-329, 426-429, 456-459</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
<p>Playwriting</p> <p>CLEs</p> <p>1.1, 1.2, 2.2, 2.3, 2.4</p> <p>SPIs</p> <p>1.1.1, 1.1.2, 1.2.1, 1.2.2, 12.3, 1.2.4, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.4.1</p>	<p>Review dramatic structure</p> <p>Coordinate groups to write and perform an original scripted scene</p> <p>Explain the process of writing a one act script</p> <p>Give the guidelines for revising a script</p> <p>Facilitate Self and Peer Critiques</p>	<p>Write, stage, and rehearse an original scene</p> <p>Discuss ideas for an original one act script</p> <p>Outline the script</p> <p>Rehearse the scene in provided rehearsal time</p> <p>Revise script based on performance and critiques</p>	<p><i>Theatre: Art in Action:</i> pp. 36-37, 244-256, 422, 534-539</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
RESPOND			

Instructional Map

Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Critiquing Process</p> <p>CLEs</p> <p>7.1</p> <p>SPIs</p> <p>7.1.1, 7.1.2,</p>	<p>Explain criteria for of selected dramatic performances including: discussion, analysis, interpretations, artistic merit, theatre language</p> <p>Give factual information to make knowledge-based decisions (analysis)</p> <p>Explain feelings, ideas, and personal preferences to make aesthetic interpretations</p> <p>Discuss personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects</p> <p>Use theatre language when interpreting/assessing drama</p> <p>Assign dramatic works for critiquing</p>	<p>Critique dramatic works relating description, analysis, interpretation, aesthetic preferences, and artistic merit of chosen theatre productions</p> <p>Write a short critique using appropriate theatre language for a live or recorded dramatic performance; include in theatre journal</p>	<p><i>Theatre: Art in Action:</i> pp. 112, 387-389, 530-535, 540-543, 566, 567</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
CONNECT			
<p>Theatre and Society</p> <p>CLEs</p> <p>5.1, 5.2, 5.3, 8.1, 8.2, 8.3</p> <p>SPIs</p> <p>5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.3.3, 8.1.1, 8.1.2, 8.2.1, 8.2.2, 8.3.1, 8.3.2</p>	<p>Explain how drama depicts life and authentic history/culture</p> <p>Explain how drama influences social changes</p> <p>Explain how history and culture influence drama</p> <p>Discuss the Greeks and Romans contributions to theatre</p> <p>Explain and lead discussions concerning the works of exemplary actors/actresses</p> <p>Explain style, theme, and dramatic elements</p> <p>Assign various historical periods and actors for researching</p> <p>Assign writing an original scene in a specified genre or in the style of given historical period</p>	<p>Research and discuss historical/cultural information to demonstrate an understanding of styles, themes, and exemplary models of acting and playwriting relating to the stage and technical theatre</p> <p>Discuss how the Greeks and Romans contributed to the origin of theatre</p> <p>Write and perform an original scene in a specified genre or in the style of given historical period</p> <p>Analyze the production requirements of a scene or play from a specific historical time frame</p>	<p><i>Theatre: Art in Action:</i> pp. 1-15, 66-68, 154-157, 192-195, 296-298, 326-329, 426-429, 456-459</p> <p>DVDs of exemplary performances/actor/actresses; teacher's choice</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>

Instructional Map

Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Theatre Throughout History</p> <p>CLEs 5.1, 5.3, 8.1, 8.2, 8.3</p> <p>SPIs 5.1.1, 5.3.3, 8.1.2, 8.1.3, 8.2.2, 8.3.1, 8.3.2</p>	<p>Discuss and review history of theatre</p> <p>Discuss contributions of significant playwrights</p> <p>Explain and discuss cultural influences on theatre history</p> <p>Discuss various styles of playwriting noting similarities and differences in characters, dialogue, scene designation, stage designation, prologue, and epilogue</p> <p>Explain the importance of knowing the targeted audience when playwriting: children, young adults, adults</p> <p>Explain the importance of using “a hook” to grab an audience</p> <p>Assign the research and presentation of a famous playwright, actor, or director</p>	<p>Create comparison chart of the historical and cultural periods, contributions, and styles for 10 playwrights</p> <p>Research and prepare an oral presentation on a famous playwright, actor, or director directed to a chosen target audience</p>	<p><i>Theatre: Art in Action</i>: pp. 1-15, 541, 534 - 539</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
<p>Theatre as a Reflection of Culture and Times</p> <p>CLEs 5.1, 5.3, 8.1, 8.2, 8.3</p> <p>SPIs 5.1.1, 5.3.3, 8.1.2, 8.1.3, 8.2.2, 8.3.1, 8.3.2</p>	<p>Discuss various time frames and their culture as reflected in theatre, including the following works:</p> <ul style="list-style-type: none"> • Oscar Wilde’s, <i>The Importance of Being Earnest</i> • Kaufman & Hart’s, <i>You Can’t Take It With You</i> • Adaptation of Harper Lee’s, <i>To Kill a Mockingbird</i> • August Wilson’s, <i>Fences</i> <p>Assign performances of selected scenes</p>	<p>Perform an assigned scene. Suggestions for scene material:</p> <ul style="list-style-type: none"> • Oscar Wilde’s, <i>The Importance of Being Earnest</i> • Kaufman & Hart’s, <i>You Can’t Take It With You</i> • Adaptation of Harper Lee’s, <i>To Kill a Mockingbird</i> • August Wilson’s, <i>Fences</i> <p>Research historical and cultural influences as preparation for performing the chosen scene.</p>	<p><i>Theatre: Art in Action</i>: pp. 1-15, 44-47, 66-68, 154-157, 192-195, 296-298, 326-329, 426-429, 456-459</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
QUARTER 3			
PERFORM			

Instructional Map

Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Producing a Play CLEs 4.1, 4.2 SPIs 4.1.1, 4.1.2, 4.2.2	Explain and demonstrate creating an organizational chart for assigning roles/rehearsals for various aspects of a play production Assign the creation of an organizational chart and production plan for a script	Define and perform roles and responsibilities of various production staff members Create an organizational chart and production plan for a script	<i>Theatre: Art in Action: Chapters 2, 6, 9, 12</i> <i>Theatre Games for Young Performers</i> by Maria C. Novelly <i>Basic Drama Projects</i> by Fran Averett Tanner
The Role of the Director and Stage Manager CLEs 4.3, 4.4 SPIs 4.3.1, 4.3.3, 4.4.1	Explain the concept and elements of a prompt book Explain and demonstrate blocking notation Facilitate blocking exercises designed for practicing blocking composition, energy flow, planes, body positions, focus, and ensemble Discuss various production forms (cue sheets, rehearsal reports, etc.) Assign marking blocking of a scene or short script Assign the analysis of a play for plot, theme, and characterization	Participate in theatre games/activities Research and discuss the elements of a director's prompt book Practice blocking notation by marking a scene or short script Analyze a play for plot, theme, and characterization	<i>Theatre: Art in Action: pp. 56-63, 176-182, 183-184, 257-260, 287</i> <i>Theatre Games for Young Performers</i> by Maria C. Novelly <i>Basic Drama Projects</i> by Fran Averett Tanner
The Production Staff CLEs 4.1 SPIs 4.1.1	Explain commonly used terms for production staff, including: producer, director, stage manager, technical director, designers Explain and assign the creation of a production plan Evaluate knowledge of production staff/roles through a production plan assessment Assign production roles for a scene or one-act play	Discuss the production staff and their roles Learn the production staff and their roles by practicing definitions with partners Create a production plan Perform assign production role for a scene or one-act play	<i>Theatre: Art in Action: pp. 306-325</i> <i>Theatre Games for Young Performers</i> by Maria C. Novelly <i>Basic Drama Projects</i> by Fran Averett Tanner
CREATE			

Instructional Map

Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Scenic Design CLEs 4.1, 4.2, 4.3, 4.4, 5.2, 5.3 SPIs 4.1.1, 4.2.4, 4.3.3, 4.4.1, 5.2.4, 5.3.4	Assign the creation of a scenic design for a production using the following criteria: <ul style="list-style-type: none"> • Selection of staging area • Determining equipment and needs • Determining sound and lighting 	Create a scenic design for a scene or short play. Consider the following: <ul style="list-style-type: none"> • Select the best area for staging the performance • Assess available performance areas for equipment needs; choose the equipment needed for the performance • Determine sound needs and set equipment accordingly • Determine and set lighting needed • Discuss critical issues that will need to be addressed and overcome 	<i>Theatre: Art in Action:</i> pp. 60-65, 202-209 <i>Theatre Games for Young Performers</i> by Maria C. Novelly <i>Basic Drama Projects</i> by Fran Averett Tanner
RESPOND			
Critiquing Process CLEs 7.1 SPIs 7.1.1, 7.1.2,	Explain criteria for of selected dramatic performances including: discussion, analysis, interpretations, artistic merit, theatre language Give factual information to make knowledge-based decisions (analysis) Explain feelings, ideas, and personal preferences to make aesthetic interpretations Discuss personal decisions about the artistic merit of the various aspects of theater, i.e., dramatic literature, character portrayal, technical aspects Use theatre language when interpreting/assessing drama Assign dramatic works for critiquing	Take on the role of director. View a performance (live or recorded) using a Director's viewpoint. Analyze the plot, concept, artistic merit, and production values. Write a critique of the performance.	<i>Theatre: Art in Action:</i> pp. 112, 387-389, 530-535, 540-543, 566, 567 <i>Theatre Games for Young Performers</i> by Maria C. Novelly <i>Basic Drama Projects</i> by Fran Averett Tanner
CONNECT			

Instructional Map

Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Theatre and Society</p> <p>CLEs 5.1, 5.2, 5.3, 8.1, 8.2, 8.3</p> <p>SPIs 5.1.1, 5.2.3, 5.3.4, 5.3.3, 8.1.1, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2</p>	<p>Explain how drama depicts life and authentic history/culture</p> <p>Explain how drama influences social changes</p> <p>Explain how history and culture influence drama</p> <p>Explain and lead discussions concerning the works of exemplary actors/actresses</p> <p>Explain style, theme, and dramatic elements</p> <p>Assign various historical time periods/actors for researching</p> <p>Assign research, selection, and performance of a scene from a period play or given culture; assess</p> <p>Assign and assess the creation of a scene design based on a motif within a published play</p>	<p>Research and discuss historical/cultural information to demonstrate an understanding of various styles, themes, and exemplary models of acting and playwriting relating to the stage and technical theatre</p> <p>Research, select, and perform a scene from a period play or given culture. Critique performances</p> <p>Create a scene design based on a motif within a published play</p>	<p><i>Theatre: Art in Action</i>: pp. 1-15, 66-68, 73, 154-157, 189, 192-195, 296-298, 327-329, 426-429, 456-459</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
<p>Theatre Throughout History</p> <p>CLEs 5.1, 5.3, 7.1, 8.1, 8.2, 8.3</p> <p>SPIs 5.1.1, 5.3.3, 7.1.3, 8.1.2, 8.1.3, 8.2.2, 8.3.1, 8.3.2</p>	<p>Discuss and review history of theatre</p> <p>Discuss contributions of significant playwrights</p> <p>Explain and discuss cultural influences on theatre history</p> <p>Discuss various styles of playwriting noting similarities and differences in characters, dialogue, scene designation, stage designation, prologue, and epilogue</p> <p>Explain the importance of knowing the targeted audience when playwriting: children, young adults, adults</p> <p>Explain the importance of using “a hook” to grab an audience</p> <p>Assign the research and presentation of a famous playwright, actor, or director</p>	<p>Create comparison chart of the historical and cultural periods, contributions, and styles for 10 playwrights</p> <p>Research and prepare an oral presentation on a famous playwright, actor, or director directed to a chosen target audience</p>	<p><i>Theatre: Art in Action</i>: pp. 1-15, 541, 534-539</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>

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Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Budgetary Needs and Procedures CLEs 4.2 SPIs 4.2.4	Explain and demonstrate the budgetary considerations for a production Assign the preparation of a budget using teacher hand outs for an assigned production Assign the presentation of the production team's vision and prepared budget for the production	Prepare a budget for a teacher assigned play performance Present the vision for the play with a prepared budget as if in a production meeting	<i>Theatre: Art in Action: pp. 311-312, 323, 443</i> <i>Theatre Games for Young Performers</i> by Maria C. Novelly <i>Basic Drama Projects</i> by Fran Averett Tanner
Publicity CLEs 4.2, 4.3 SPIs 4.2.4, 4.3.2	Explain and demonstrate the publicity for a production, including: <ul style="list-style-type: none"> • Production's relationship to its audience • Press releases and publicity articles • Mailing lists Assign marketing plan through various publicity activities	Write a press release for a feature story in the school newspaper Brainstorm ideas to promote an assigned production Create a 30 second commercial designed to advertise a production Create a mailing list of community leaders Research local corporate sponsors and draft a letter asking for sponsorship for a proposed production	<i>Theatre: Art in Action: pp. 544-545</i> <i>Theatre Games for Young Performers</i> by Maria C. Novelly <i>Basic Drama Projects</i> by Fran Averett Tanner
QUARTER 4			
PERFORM			
Producing a Play CLEs 4.1, 4.2 SPIs 4.1.4, 4.2.4	Explain production styles Explain acting styles Explain directors' styles Assign researching and directing of a scene that reflects a particular director's style	Discuss advantages and disadvantages to each style of directing Direct a scene in the style of a well-known director Listen to and interview a guest director (community theatre) concerning his/her preference for directing style	<i>Theatre: Art in Action: pp. 174-175, 257-269, 203</i> <i>Theatre Games for Young Performers</i> by Maria C. Novelly <i>Basic Drama Projects</i> by Fran Averett Tanner

Instructional Map

Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>The Director's Role</p> <p>CLEs</p> <p>3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4</p> <p>SPIs</p> <p>3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.3, 3.3.4, 4.1.1, 4.1.3, 4.2.4, 4.3.1, 4.4.1, 4.4.2, 4.4.4</p>	<p>Choose (or allow the students to choose) a one-act play script</p> <p>Assign reading and analyzing play script for:</p> <ul style="list-style-type: none"> • theme • Characters • character analysis • plot analysis • genre • performance space • technical requirements for each scene • blocking • schedules 	<p>Choose a one act play script to direct or direct teacher-assigned script</p> <p>Write a detailed script analysis for production, budget, acting, set design, and technical requirements</p> <p>Develop a style and production concept</p> <p>Visualize technical elements of the production</p> <p>Draw a ground plan for the production</p> <p>Begin blocking the scenes</p> <p>Create prompt book, rehearsal schedule, and rehearsal contract</p>	<p><i>Theatre: Art in Action:</i> pp. 379-381</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
CREATE			
<p>The Rehearsal and Production Process</p> <p>CLEs</p> <p>3.1, 3.2, 3.3, 4.3</p> <p>SPIs</p> <p>3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.3, 3.3.4, 4.3.2, 4.3.3,</p>	<p>Monitor and assess rehearsals including:</p> <ul style="list-style-type: none"> • Rehearsal etiquette • Blocking of show • Work-through rehearsals • Run-through rehearsal • Dress Rehearsals <p>Monitor and assess the adding of Technical Elements:</p> <ul style="list-style-type: none"> • Lighting/sound • Costume/props <p>Monitor and evaluate the production performance:</p> <ul style="list-style-type: none"> • Watch and evaluate production in its entirety; give feedback to student(s) • Striking the show 	<p>Conduct rehearsals following the rules rehearsal etiquette</p> <p>Create a rehearsal schedule</p> <p>Conduct auditions and cast the play</p> <p>Direct rehearsal and production process, including read-through, blocking, technical, dress rehearsals, and strike</p> <p>Assess the final performance by personal critique and teacher evaluation</p>	<p><i>Theatre: Art in Action:</i> pp. 146-149,182-183, 202-239, 315-336, 379-381</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>

Instructional Map

Play Production

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
RESPOND			
<p>Critiquing Process</p> <p>CLEs</p> <p>7.1</p> <p>SPIs</p> <p>7.1.1, 7.1.2,</p>	<p>Explain criteria for of selected dramatic performances including: discussion, analysis, interpretations, artistic merit, theatre language</p> <p>Give factual information to make knowledge-based decisions (analysis)</p> <p>Explain feelings, ideas, and personal preferences to make aesthetic interpretations</p> <p>Discuss personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects</p> <p>Use theatre language when interpreting/assessing drama</p> <p>Assign dramatic works for critiquing</p>	<p>Research and present an oral presentation on a dramatic piece</p>	<p><i>Theatre: Art in Action</i>: pp. 112, 387-389, 530-535, 540-543, 566, 567</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>
CONNECT			
<p>Theatre and Society</p> <p>CLEs</p> <p>5.1, 5.2, 5.3, 8.1, 8.2, 8.3</p> <p>SPIs</p> <p>5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.2.4 5.3.3, 8.1.1, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.3.2</p>	<p>Explain how drama depicts life and authentic history/culture</p> <p>Explain how drama influences social changes</p> <p>Explain how history and culture influence drama</p> <p>Explain and lead discussions concerning the works of exemplary actors/actresses</p> <p>Explain style, theme, and dramatic elements</p> <p>Assign various historical time periods/actors for researching and performing</p>	<p>Research and discuss historical/cultural information to demonstrate an understanding of various styles, themes, and exemplary models of acting and playwriting</p> <p>Perform a scene in the style of commedia dell'arte</p> <p>Research, select, and performs a scene from a given historical period culture</p> <p>Research, select, and perform a scene from an American play or musical</p>	<p><i>Theatre: Art in Action</i>: pp. 1-15, 66-68, 73, 154-157, 189, 192-195, 296-298, 327-329, 426-429, 456-459</p> <p><i>Theatre Games for Young Performers</i> by Maria C. Novelly</p> <p><i>Basic Drama Projects</i> by Fran Averett Tanner</p>