Department of Equity, Curriculum and Instruction

CI Acting

Visual & Performing Arts

Grade 6

Elective Overview

Revised: July 2019

Approved by the Montclair Board of Education: August 2019

Instructional Plan

Course: CI Acting 6

Marking Period or Trimester: FULL YEAR

Pacing: 30 weeks

NJSLS

VPA Standards:
1.1 (The Creative Process) All students will demonstrate an understanding of the elements and principles that govern the creation of works in dance, music, theatre, and visual arts.
Theatre Strands:
1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
1.1.8.C.3. Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.

1.3 (Performance) All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works in dance, music, theatre, and visual arts
Theatre Strands:
1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

Framing the Learning			
Timeframe	**Big Ideas**	**Essential Questions**	**Enduring Understandings**
4-6 classes	Learning to improvise and interact with fellow actors are important skills.	• What skills do you think you need to work as part of an ensemble? Why?	Getting to know people around oneself and improving self-awareness is a critical component of theatre.

	Simple concentration, relaxation and a better use of ones senses can make a more successful actor. • Describe a time when you were part of a team or a group and it didn't go so well. What do you think would have helped? *Sharing & Class Discussion* -Students share their bell work answers and a discussion takes place in order to introduce the students to the idea of working as an ensemble, etiquette as a performer and audience member. *Games/Exercises* -to promote collaboration, sense of ensemble.	• What does it mean to be a good audience member?	
6-8 classes	**Pantomime** -Each class includes: bell work, sharing, class discussion, reflection -Introduce group tableau, partner tableau, and small group tableau. Ask the students to create tableaus to tell stories (a tableau for their favorite movie or book) or even for an abstract idea or emotion.		

	-Give students at least 2 classes to plan their performance piece, at least 2 to rehearse and then depending on the size of class, 2 to perform. -Sample reflections: - What is it like to communicate without words? - Rate your group work today from 1 to 5 and explain your answer.		
	Folk Tale Scenes -Discuss: What is a folk tale? -Introduce blocking, rehearsal etiquette & practices -Give rehearsal time. -Start/stop scenes -"hot seat" characters to highlight choices -Performance & reflection		

Evidence of Learning

-Scene Performances
-Self-Assessment Rubrics
-Journals
-Quizzes
-Participation in exercises/activities
-Rehearsal Participation (Rubric)

Activities

What is Theatre?
- My name is _____ and I like
- "Lineups"-- Get into a circle according to the first letter of your name, shoe size, birthday
- Human Knot
- Kitty In the Corner
- Psycho Circle
- Jump/Clap

Pantomime
- "What are you doing?"
- Red Ball/Yellow Ball
- Pass the energy

Scene-based Units
- "hot seat" characters
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DIFFERENTIATION			
Special Education	**ELL**	**Intervention**	**Acceleration**
- Modify and accommodate as listed in student's IEP or 504 plan - Prioritize instruction - Utilize wait-time - Ensure directions are clear and concise - Utilize probing and clarifying questions - Support instruction with scaffolding - Model (provide step by step instructions) use of learning strategies - Provide extended time for practice and review of learning strategies - Identify, categorize, and teach words critical to understanding instructional texts - Utilize multiple approaches to monitor student understanding - Create rubrics to develop assessments - Vary assessments - Assign peer assisted reading and tutoring - Provide individual help to all students - Create opportunities for/Monitor peer collaboration - Monitor student progress frequently - Utilize flexible/cooperative grouping based on instructional goals - Prioritize and chunk lengthy assignments - Utilize assistive technology, when appropriate - Provide ongoing, effective, specific feedback - Model/Utilize graphic organizers - Provide leveled reading materials - Utilize visual aids and props (flashcards, pictures, symbols) when possible - Utilize a multi-sensory approach to new topics	- Get to know student - Set high expectations - Learn/Utilize/Display some words in student's heritage language - Allow electronic translator - Reword, repeat, and clarify directions - Determine student knowledge and level of understanding - Research instruction that best matches student need - Utilize ongoing informal assessments - Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ - NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf ***Review Special Education list for additional recommendations.***	- Tiered Interventions following RtI framework - RtI Intervention Bank - Fundations Double-Dose (Tier II) - LLI (Tier III) - FFI Skill Report: DRA On-Line - enVision intervention supports NJDOE resources	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: abstraction, complexity, variety, organization - Products should be modified: real world problems, audiences, deadlines, evaluation, transformations - Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied