

Department of Equity, Curriculum and Instruction

# CI Acting 7

Visual & Performing Arts

Grade 7

Elective Overview

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

Course: CI Acting 7

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.

1.2 (History of the Arts and Culture) All students will understand the role, development, and influence of the arts throughout history and across cultures.

Theatre Strands:

1.2.8.A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.

1.2.8.A.2 Tracing the history of theatre in world cultures provides insight into the lives of people and their values.

1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.

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
<p><b>1<sup>st</sup> MP</b></p>	<p><u>Devising:</u></p> <p>Students will collaborate and devise original ideas theatrical work</p> <p>All students organize and develop artistic ideas and work.</p>	<p>How do actors explore ideas and create theatrical works without a script?</p> <p>What do theatre practitioners learn when developing ensemble (collaborative work)?</p>	<p>Theatre artists make strong choices to effectively convey meaning.</p> <p>Theatre is a collaborative art form.</p>
<p><b>2<sup>nd</sup> MP</b></p>	<p><u>Radio Plays:</u></p> <p>Students will use their voices to create varied characters.</p> <p>Students will collaborate with peers to write radio play scripts and record them.</p>	<p>How does an actor create character without using their physicality?</p> <p>How can you tell a story with multiple characters if you cannot see them?</p>	<p>The human voice is capable of a wide range of emotions and can portray many different characters effectively.</p> <p>Writing for voices requires different parameters for telling a story.</p>
<p><b>3<sup>rd</sup> MP</b></p>	<p><u>New Living Newspaper:</u></p> <p>Students will write and scenes based on non-fiction events in their lives.</p> <p>Scene writing structure will be introduced and incorporated into scenes.</p>	<p>How do actors explore ideas and create theatrical works without a script?</p> <p>What do theatre practitioners learn when developing ensemble (collaborative work)?</p> <p>How can we create work from real life situations?</p>	<p>Theatre artists collaborate to present stories and ideas that explore our world and what it means to be human.</p> <p>Theatre artists incorporate their shared experiences to influence their work.</p>
<p><b>4<sup>th</sup> MP</b></p>	<p><u>Monologues:</u></p> <p>Students will learn proper form and technique for writing monologues</p> <p>Students will memorize, do script analysis and perform monologues from selected plays.</p>	<p>What are the elements of a successful monologue?</p> <p>How does an actor interpret a monologue to create a compelling performance?</p>	<p>Monologues require specific elements in order to be compelling for an audience.</p> <p>Theatre artists interpretations of theatre pieces are influenced by their physicality, vocal ability, personal experiences, emotions, and sense of culture &amp; aesthetic.</p>

**Evidence of Learning**

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**Activities**

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**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading and tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports</li> <li>NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

