

Department of Equity, Curriculum and Instruction

# CI Acting 8

Visual & Performing Arts

Grade 8

Elective Overview

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



## Montclair Public School Elective Overview

### Instructional Plan

**Course: CI Acting 8**

**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
<b>7 weeks</b>	<p>Ancient Greek Theatre is the building block that all modern plays are based on.</p> <p>Students can identify historical terminology and their modern equivalent.</p>	<p>What modern elements of theatre come from the Ancient Greeks?</p>	<p>Theatre artists rely on knowledge of theatre history in order to create believable characters.</p>
<b>7 weeks</b>	<p>Shakespearean History</p> <ul style="list-style-type: none"> <li>- Types of Plays, poetry.</li> <li>- Personal history of Shakespeare</li> </ul> <p>How to interpret text</p> <ul style="list-style-type: none"> <li>- Iambic pentameter</li> <li>- Scansion</li> <li>- Understanding metaphor</li> </ul> <p>Monologue rehearsal &amp; performance</p>	<p>How does an actor decipher Shakespearean language?</p> <p>What elements of Shakespeare’s plays are universal?</p>	<p>“Translation” of Shakespearean text can ‘crack the code’ and make it possible for actors to interpret.</p> <p>Shakespearean plays have universal themes that are present in many modern works.</p>
<b>7 weeks</b>	<p>Commedia Dell’Arte</p> <ul style="list-style-type: none"> <li>- Stock Characters (characteristics &amp; movement)</li> <li>- History of the style</li> <li>- Lazzi</li> </ul> <p>Scene creation &amp; performance</p>	<p>What elements of voice/movement and characteristics of stock characters are present in modern characters?</p> <p>How does the incorporation of lazzi and other Commedia elements relate to modern improvisation?</p>	<p>Stock characters from Commedia are present in many modern plays, TV &amp; films</p> <p>Commedia and modern improvisation have many parallels.</p>
<b>7 weeks</b>	<p>-Script Analysis is an important part of understanding a play and creating a performance.</p> <p>Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances.</p> <p>Mastery of physical and vocal skills enables actors to create dramatic action that</p>	<p>-How does an actor read a script for understanding and use that analysis to interpret a playwright’s meaning?</p> <p>-What elements of an actor’s “toolkit” go into creating a fully developed character?</p>	<p>Analyzing a script and interpreting a playwright’s intent is a key element of creating a character.</p> <p>Vocal and physical skills must be used hand-in-hand to create a fully developed character.</p>

	generates a sense of truth and credibility.		
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### Evidence of Learning

- Quizzes
- Monologue analysis
- Monologue performance
- Monologue rehearsal rubric
- Class discussions
- Self-Assessment

### Activities

- Greek History outline
- Greek adaptation scenes
- Outline of Shakespeare's History
- Monologue study/presentations
- Commedia "Walks"
- Commedia Scene writing & presentations
- Scene/script analysis
- Modern scene rehearsals & presentations

**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>

