

NJDOE MODEL CURRICULUM

CONTENT AREA: Theatre	GRADE: 8	UNIT #: 1	UNIT NAME: Creative Process
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Define three types of stages: proscenium, thrust, and arena by drawing diagrams of each, and describe pros and cons for both the actors, designers, directors and audience members specific to each of these types of theatre spaces.	1.1.8.C.1
2	Describe theatrical components utilized in Greek Theatre (e.g., chorus, festival, masks, ritual).	1.1.8.C.1
3	Compare universal characters in dramas from various historical eras and/or cultures and illustrate in a scripted scene/skit.	1.1.8.C.1
4	Create and perform a theatre piece using masks from a chosen historical era or tradition (e.g., Greek, Commedia Dell'Arte).	1.1.8.C.1
5	Demonstrate physical warm-ups used as preparation for rehearsal and performance.	1.1.8.C.2
6	Demonstrate vocal warm-ups used as preparation for rehearsal and performance.	1.1.8.C.2
7	Diagram the vocal tract and explain role of each piece of the anatomy (i.e., pharynx, soft palate, hard palate).	1.1.8.C.3
8	Choose an area of interest in theatre production (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and work in that capacity for a class produced one-act play.	1.1.8.C.4

Code #	NJCCCS
1.1.8.C.1	<p>Content Statement: Distinct pieces of dramatic literature and theatrical trends reflect cultural tradition and periods in history.</p> <p>Cumulative Progress Indicator: Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.</p>

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1.1.8.C.2	<p>Content Statement: Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.</p> <p>Cumulative Progress Indicator: Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.</p>
1.1.8.C.3	<p>Content Statement: Emotion and meaning are often communicated through modulations of pitch, rate, and volume.</p> <p>Cumulative Progress Indicator: Differentiate among vocal rate, pitch, and volume and explain how they effect articulation, meaning, and character.</p>
1.1.8.C.4	<p>Content Statement: A team of artists, technicians, and manager who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.</p> <p>Cumulative Progress Indicator: Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.</p>