

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Course Overview	2 Days
Unit II:	Student Written Scenes	13 Days
Unit III:	Stage Management	10 Days
Unit IV:	Commedia Dell Arte	10 Days
Unit V:	Student Monologue Performance	24 Days
Unit VI:	Review/Mid-Term Exam	3 Days
Unit VII:	Auditions	9 Days
Unit VIII:	Acting Styles	16 Days
Unit IX:	Review/Final Exam	3 Days
Total Number of Days		90 Days

**BRIDGETON PUBLIC SCHOOLS
THEATRE
PACING CHART/CURRICULUM MAP**

Course: Theatre IV

Unit I: Course Overview

Essential Question: Why is structure important in a theatre class?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.C.1	<p>Lesson 1: Introduction to the Course</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Understand classroom procedures by discussion and review. • Understand teacher expectations by reviewing goals of the class. • Understand their own type of character by completing of character biography of themselves. • Understand group respect and self respect by discussion and review. 	<ul style="list-style-type: none"> • Character Biography • Policy and Procedures • Grading Expectations • Performance Rubric 	<ul style="list-style-type: none"> • Character Biography

**BRIDGETON PUBLIC SCHOOLS
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Course: Theatre IV

Unit II: Student Written Scenes

Essential Question: What are the benefits of being able to write a good theatre scene?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.C.1	<p>Lesson 1: Planning the Scene</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Review components of a play by taking a pre assessment on play structure. • Discuss a explain the difference between comedy and dramatic scene by teacher lead discussion. • Utilize different theatre genre's in their written scene by recalling past knowledge. 	<ul style="list-style-type: none"> • Play Poster Model • <i>Theatre Art in Action</i> pg 162-180 	<ul style="list-style-type: none"> • Play Structure Quiz • Play Poster Model • Rehearsal Schedule
6 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 2: Writing the Scene</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Create a dialogue between two characters by utilizing the creative process. • Use all play structure components in a scene by identifying them in a student written scene 	<ul style="list-style-type: none"> • Play Poster Model • <i>Theatre Art in Action</i> pg 162-180 	<ul style="list-style-type: none"> • Student Written Scene

4 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	Lesson 3: Scene Performance Objective(s): SWBAT: <ul style="list-style-type: none"> • Present the rehearsed scene in front of the class. • Provide feedback to student performers. 	<ul style="list-style-type: none"> • Play Poster Model • <i>Theatre Art in Action</i> pg 162-180 	<ul style="list-style-type: none"> • Scene Rule
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**BRIDGETON PUBLIC SCHOOLS
THEATRE
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Course: Theatre IV

Unit III: Stage Management

Essential Question: Why is learning stage management duties and responsibilities important in theatre?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
10 Days	1.1.12.C.1	<p>Lesson 1: Stage Manager Responsibilities</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Understand the responsibilities of the stage manager during the rehearsal process by reading in the theatre textbook. • Demonstrate organizational skills by creating a stage managers prompt book. • Understand the theatre template by creating rehearsal schedules. • Demonstrate proper blocking notation by creating a prompt book. • Demonstrate components of scheduling theatre rehearsals by planning on a calendar. • Plan rehearsals by developing a call sheet for the cast members. • Plan technical rehearsals by developing a call sheet for all crew members. 	<ul style="list-style-type: none"> • Stage Managers Duties • Blocking Practice • Blocking Symbols • Master Production Schedule Worksheet • Rehearsal Schedule 	<ul style="list-style-type: none"> • Blocking Practice • Master Production Schedule Worksheet • Stage Manger Prompt Book

**BRIDGETON PUBLIC SCHOOLS
THEATRE
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Course: Theatre IV

Unit IV: Commedia Dell Arte

Essential Question: Why are learning different theatre genre's important for an actor?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
10 Days	1.2.12.A.1 1.2.12.B.1	<p>Lesson 1: Commedia Dell Arte</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Identify components of Commedia Dell Arte by researching plays and playwrights from the Italian renaissance. • Identify defining characteristics of Commedia Dell Arte that are still present in modern day theatre by reading in the theatre textbook. • Identify Commedia Dell Arte terms and definitions by reviewing with teacher. • Identify stock characters by teacher lead lesson. • Continue to improve on improvisation skills by performing a Commedia Dell Arte scene. • Continue to improve character analysis by performing a Commedia Dell Arte scene. 	<ul style="list-style-type: none"> • <i>Living Theatre</i> pg 158-167 • Commedia Dell Arte • Research Activities • Student Self- Assessment • Student Self-Assessment Reading Comprehension • Media Class Time 	<ul style="list-style-type: none"> • Commedia Dell Arte Test • Student Self-Assessment • Student Self-Assessment Reading Comprehension

		<ul style="list-style-type: none">• Continue to improve character movement by performing a Commedia Dell Arte scene.		
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**BRIDGETON PUBLIC SCHOOLS
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Course: Theatre IV

**Unit V: Student Monologue Performance
(One day a week throughout the semester)**

Essential Question: What is the importance of performing every week?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Components of a Monologue</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Identify and discuss the importance of movement of a monologue by a class discussion. • Identify and discuss the importance of vocal clarity in a monologue by student and teacher examples. • Identify and discuss the importance of character development in a monologue by completing a character biography. • Identify and discuss the importance of emotion in a monologue by completing a character biography. 	<ul style="list-style-type: none"> • Monologue Rubric 	<ul style="list-style-type: none"> • Monologue Performance Grade

Days	1.2.12.A.1 1.2.12.A.2	Lesson 2: Monologue Selection Objective(s): SWBAT: <ul style="list-style-type: none"> • Research and identify different types of monologues by access to the media center. • Research historical theatre pieces and understand the historical importance by researching playwrights. • Gain confidence of performance skills by performing on a regular basis. 	<ul style="list-style-type: none"> • Media Center Class Time 	<ul style="list-style-type: none"> • Monologue Rubric
18 Days	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3	Lesson 3: Monologue Performance Objective(s): SWBAT: <ul style="list-style-type: none"> • Perform a memorized monologue by daily rehearsal. • Understand the importance of a character biography by performing a memorized monologue. 	<ul style="list-style-type: none"> • Monologue Rubric 	<ul style="list-style-type: none"> • Monologue Rubric

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Course: Theatre IV

Unit VI: Review/Mid-Term Exam

Essential Question: Why is it important to reflect on what has been covered to this point in the course?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Review</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> Recall information that they have learned previously by playing a Lighting Round game and asking or answering the teacher's questions. 	<ul style="list-style-type: none"> Previous Handouts and Materials 	<ul style="list-style-type: none"> Previous Handouts and Materials
1 Day	1.2.12.A.1 1.2.12.A.2	<p>Lesson 2: Mid Term Exam(Written)</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> Demonstrate their knowledge by taking a written exam. 	<ul style="list-style-type: none"> Mid-Term Exam 	<ul style="list-style-type: none"> Mid Term Exam
1 Day	1.3.12.C.1 1.3.12.C.2	<p>Lesson 3: Mid Term Exam (Performance)</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> Demonstrate their knowledge by performing a monologue. 	<ul style="list-style-type: none"> Mid Term Exam 	<ul style="list-style-type: none"> Mid Term Exam

BRIDGETON PUBLIC SCHOOLS
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Course: Theatre IV

Unit VII: Auditions

Essential Question: What qualifies a good audition?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
9 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	Lesson 1: Audition Techniques Objective(s): SWBAT: <ul style="list-style-type: none"> • Develop proper introduction of an audition piece by rehearsing with class. • Build confidence as an actor by repeating introduction information. 	<ul style="list-style-type: none"> • Audition Evaluation Form • Audition Form • Résumé Form 	<ul style="list-style-type: none"> • Audition Evaluation Form • Audition Form • Resume Form

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Course: Theatre IV

Unit VIII: Acting Styles

Essential Question: Which acting style is appropriate for what kind of play?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 1: Presentational Style</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Identify how to perform a monologue by using the Presentational style of acting. • Understand definitions associated with presentational acting by reviewing the theatre textbook. 	<ul style="list-style-type: none"> • Acting Styles Hand Out • <i>Theatre Art in Action</i> pg 281 	<ul style="list-style-type: none"> • Performance Rubric
3 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 2: Representational Style</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Identify how to perform a monologue by using the Representational style of acting. • Understand definitions associated with representational acting by reviewing the theatre textbook. 	<ul style="list-style-type: none"> • Acting Styles Hand Out • <i>Theatre Art in Action</i> pg 281 	<ul style="list-style-type: none"> • Performance Rubric

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVE	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 3: Farce</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> Identify how to perform a monologue by using the Farce style of acting. Understand definitions associated with Farce acting by reviewing the theatre textbook. 	<ul style="list-style-type: none"> Acting Styles Hand Out <i>Theatre Art in Action</i> pg 278 	<ul style="list-style-type: none"> Performance Rubric
2 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	<p>Lesson 4: Comedy of Manners</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> Identify how to perform a monologue by using the Comedy of Manners style of acting. Understand definitions associated with Comedy of Manners style acting by reviewing the theatre textbook. 	<ul style="list-style-type: none"> Acting Styles Hand Out <i>Theatre Art in Action</i> pg 279 	<ul style="list-style-type: none"> Performance Rubric

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	Lesson 5: Shakespearean Tragedy Objective(s): SWBAT: <ul style="list-style-type: none"> Identify how to perform a monologue by using the Shakespearean Tragedy style of acting. Understand definitions associated with Comedy of Manners style acting by reviewing the theatre textbook. 	<ul style="list-style-type: none"> Acting Styles Hand Out <i>Theatre Art in Action</i> pg 157,279-280 	<ul style="list-style-type: none"> Performance Rubric
2 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	Lesson 6: Romantic Drama Objective(s): SWBAT: <ul style="list-style-type: none"> Identify how to perform a monologue by using the Romantic Drama style of acting. Understand definitions associated with Romantic Drama style acting by reviewing the theatre textbook. 	<ul style="list-style-type: none"> Acting Styles Hand Out <i>Theatre Art in Action</i> pg 281 	<ul style="list-style-type: none"> Performance Rubric
2 Days	1.1.12.C.1 1.1.12.C.2 1.3.12.C.1 1.3.12.C.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.B.1	Lesson 7: Realistic Drama Objective(s): SWBAT: <ul style="list-style-type: none"> Identify how to perform a monologue by using the Realistic Drama style of acting. Understand definitions associated with Realistic Drama style acting by reviewing the theatre textbook. 	<ul style="list-style-type: none"> Acting Styles Hand Out <i>Theatre Art in Action</i> pg 281,329 	<ul style="list-style-type: none"> Performance Rubric

**BRIDGETON PUBLIC SCHOOLS
THEATRE
PACING CHART/CURRICULUM MAP**

Course: Theatre IV

Unit IX: Review/Final Exam

Essential Question: Why do we need to prepare for this exam?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3 1.2.12.A.1 1.2.12.A.2 1.3.12.C.1 1.2.12.C.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p>Lesson 1: Review</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> Recall information that they have learned previously by playing "fighting round" and review with teacher. 	<ul style="list-style-type: none"> Previous Handouts and Materials 	<ul style="list-style-type: none"> Previous Handouts and Materials
1 Day	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3 1.2.12.A.1 1.2.12.A.2 1.3.12.C.1 1.2.12.C.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p>Lesson 2: Final Exam(written)</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> Demonstrate their knowledge by taking a written based exam. 	<ul style="list-style-type: none"> Final Exam 	<ul style="list-style-type: none"> Final Exam

Day	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3 1.2.12.A.1 1.2.12.A.2 1.3.12.C.1 1.2.12.C.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	Lesson 3: Final Exam (Performance) Objective(s): SWBAT <ul style="list-style-type: none"> Demonstrate their knowledge by taking a performance based exam. 	<ul style="list-style-type: none"> Monologue Rubric 	<ul style="list-style-type: none"> Monologue Rubric