

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Course Overview	2 Days
Unit II:	Student Monologue Performance	24 Days
Unit III:	Directing and Producing	24 Days
Unit IV:	Intermediate Acting	14 Days
Unit V:	Review/Mid-Term Exam	3 Days
Unit VI:	Make Up Design	10 Days
Unit VII:	Costume Design	10 Days
Unit VIII:	Review/Final Exam	3 Days
Total Number of Days		90 Days

BRIDGETON PUBLIC SCHOOLS
THEATRE
PACING CHART/CURRICULUM MAP

Course: Theatre VI

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

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Course: Theatre VI

Unit II: Classical 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

3 Days	1.2.12.A.1 1.2.12.A.2	<p>Lesson 2: Monologue Definition</p> <p>Objective(s): SWBAT:</p> <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 	<ul style="list-style-type: none"> • Section
18 Days	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3	<p>Lesson 3: Monologue Performance</p> <p>Objective(s): SWBAT:</p> <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 	

**BRIDGETON PUBLIC SCHOOLS
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Course: Theatre VI

**Unit III: Directing and Producing
(Traveling Show)**

Essential Question: Why is directing important to an actor?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
14 Days	1.1.12.C.1	<p>Lesson 1: Directing A Traveling Show</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Understand the history and identify the responsibilities of a director in a theatre production by reading the theatre textbook. • Understand the elements involved in selecting a play by researching a scene to direct. • Analyze the script by identifying story elements of a play.(Plot, character, setting, theme) • Define appropriate theatre vocabulary by reviewing theatre terms. • Direct a scene using components of theatre by researching a scene of interest that can used in a traveling show. • Demonstrate an understanding of focus and stage composition through the use of blocking, lighting, body positions, stage areas, levels, and 	<ul style="list-style-type: none"> • <i>Theatre Art in Action</i> pg 51-63 • Performance Space • Overhead • <i>Theatre Art in Action</i> pg 162-187 • <i>Theatre Art in Action</i> pg 204-239 	<ul style="list-style-type: none"> • Directors Traveling Prompt Book Project

10 Days	1.1.12.C.1	<p>Lesson 2: Producing a Traveling Show</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Understand the process of producing a play by reviewing the theatre textbook. • Create a comprehensive budget for a play by giving rational for all funding decisions. • Use theatre vocabulary by using terms referring to producing a play. • Utilize the planning process by creating a rehearsal calendar. • Design a traveling show by creating movable sets. • Design a traveling show by creating easy to use costumes. • Design a traveling show by creating simple props. 	<ul style="list-style-type: none"> • <i>Theatre Art in Action</i> pg 162-187 • Student Self Assessment: Activities • Student Self Assessment: Reading Comprehension • Production Budget Production • News Release Model 	<ul style="list-style-type: none"> • Producer, Project
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Course: Theatre VI

Unit IV: Intermediate Acting

Essential Question: What could be improved upon as an actor?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
14 Days	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3	Lesson 1: Emotional Recall Objective(s): SWBAT: <ul style="list-style-type: none"> • Create characters by recalling past experiences from their lives. • Determine the difference between a beat and a moment by reviewing with the teacher. • Understand the importance of 5 senses by recalling events using 5 senses for emotional recall. 	<ul style="list-style-type: none"> • <i>Acting the First Six Lessons</i> 	<ul style="list-style-type: none"> • Performance Rubric

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Course: Theatre VI

Unit V: 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	Lesson 1: Review Objective(s): SWBAT: <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	Lesson 2: Mid Term Exam(Written) Objective(s): SWBAT: <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	Lesson 3: Mid Term Exam (Performance) Objective(s): SWBAT <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

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Course: Theatre VI

Unit VI: Make Up Design

Essential Question: What could be improved upon as an actor?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
10 Days	1.1.12.C.1 1.1.12.C.2 1.1.12.C.3	<p>Lesson 1: Make Up Design</p> <p>Objective(s): SWBAT:</p> <ul style="list-style-type: none"> • Explore history of hair styles and makeup by applying research skills. • Use theatre vocabulary by creating a Make-up scrap book. • Understand proper safety procedures by review safety handout. 	<ul style="list-style-type: none"> • <i>Theatre Art in Action</i> pg 238-239 • Character Makeup Sketches Handout • Make Up Plan Handout • Applying Straight Makeup Handout • Three Dimensional Makeup 	<ul style="list-style-type: none"> • Make Up Scrap Book • Character Makeup Sketches Handout • Make Up Plan Handout • Applying Straight Makeup Handout • Three Dimensional Makeup

BRIDGETON PUBLIC SCHOOLS
THEATRE
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Course: Theatre VI

Unit VII: Costume Design

Essential Question: Why is it important to understand costume concepts?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
10 Days	1.1.12.C.3	<p>Lesson 1: Costume Design</p> <p>Objective: SWBAT:</p> <ul style="list-style-type: none"> • Apply meaningful costumes to their monologue performance by creating real life costumes to be worn for performance. • Make creative choices to design a costume by researching period clothing items in regards to the pre selected monologue. • Properly obtain actors measurement by filling out a measurement card. 	<ul style="list-style-type: none"> • Costume Design Script Analysis. • Body Types Handout • Taking Measurements Handout • Measurements Cards • <i>Theatre Art in Action</i> pg 234-237 	<ul style="list-style-type: none"> • Costume Design Project • Taking Measurements Handout • Measurements Cards • Costume Design Script Analysis.

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Course: Theatre VI

Unit VIII: 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 "Lighting 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

<p>1 Day</p>	<p>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>	<p>Lesson 3: Final Exam (Performance)</p> <p>Objective(s): SWBAT</p> <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
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