RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

THEATRE IN THE DIGITAL AGE

Approved by the Rutherford Board of Education
December 2017
INTRODUCTION/OVERVIEW/PHILOSOPHY

Theatre helps students to become multidimensional communicators by imitating and symbolizing human action in order to explore thought, feeling and behavior. The course shows that theatre is a metaphoric representation of human behavior. This semester course will build upon basic theatrical knowledge with a focus on how the digital age has reinvented the theatrical experience for writers, actors, and theatrical artists. The course is designed to help students interpret emotions, analyze situations and create responses based upon written texts. Students are asked to open themselves to new experiences, identify the feelings and reactions that are produced and integrate that information into character portrayal based upon the analysis of the literature. Through scene study, understanding and empathy for another are developed. In addition, decorum of rehearsal and production is developed, as well as a beginning appreciation of the elements of production design. Students will study quintessential novels, play scripts, and film scripts in order evaluate their current relevance in the digital age.

The curriculum adheres to the Student Learning Standards in English, Speaking and Listening and in the area of Visual and Performing Arts.

Theatre in the Digital Age is an elective. It does not fulfill the English graduation requirement.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS for English Language Arts may be viewed here: http://www.state.nj.us/education/aps/cccs/lal/

The NJSLS for Visual and Performing Arts may be viewed here: http://www.state.nj.us/education/aps/cccs/arts/

COURSE OUTLINE

This semester course will build upon basic theatrical knowledge with a focus on how the digital age has reinvented the theatrical experience for writers, actors, and theatrical artists. Students will study quintessential novels, play scripts, and film scripts in order evaluate their current relevance in the digital age. Topics include: Reinventing Classics, Technological Advances in Script Writing, Digital Devices and Playwriting. Also included are traditional “theatre activities” that incorporate the Speaking and Listening standards in the NJSLS for English Language Arts.

Theatre History

- Greek, Roman, Medieval Theatre
• Renaissance and Reformation
• Elizabethan and Shakespeare
• Restoration
• Eighteenth Century
• Nineteenth Century
• Twentieth Century
• Theatre Today

Varieties of Drama
• Comedy vs. Tragedy
• Aristotle and Modern Tragedy
• Comic Devices -- exaggeration, incongruity, anticipation, incompletion, ambiguity, recognition, protection, and relief
• Types of Comedy -- Low (farce, burlesque, parody); High (comedy of manners, satire)
• Other Types of Drama -- fantasy, romantic comedy, sentimental comedy, melodrama, play of ideas or social drama, psychological drama, the whodunit, allegory.

Drama Structure
• Essential Parts of Drama
• Aristotle and key elements of the play
• Plot Structure
• Play Analysis
• Dramaturge
• “Reinventing the Classics” for the Digital Age

Playwriting
• Script writing basics
• Reading a script
• Writing for the stage vs. writing for the screen
• Technological advances in script writing

Scoring and Analyzing a Character
• Objective
• Superobjective
• Spine
• Intentions
• Back-story
• Scoring a Role

Improvisation
• Character centered vs. Situation Centered
• The Motivated Sequence
• Establishing a Character
• Group vs. Individual
Monologue Analysis and Performance
- Scoring a role/Deep analysis
- Reading the monologue
- Writing the monologue
- Performing the monologue

Scene Analysis and Performance
- Scoring a role/Deep analysis
- Reading the scene
- Writing the scene
- Performing the scene
- Expectations of working with partners

Set Design and Construction
- Set design and construction history
- Set pieces and names
- Tool names and functions
- Set dressing and props

Lighting and Sound
- Lighting and sound history
- Types of lights
- Types of soundboards
- Types of microphones
- Properties of light
- Properties of sound

Working in the Digital Age
- Types of jobs
- Types of media
- Types of companies

PROFICIENCY LEVELS
This is an elective course and is open to all students in Grades 9 - 12.

METHODS OF ASSESSMENT
Student Assessment

The teacher will provide a variety of assessments, including:
- Rubrics for peer, self, and teacher evaluation
- Written and oral self evaluation
- Written tests and quizzes
- Written or oral play reviews
- Written and oral character analyses
• Written and oral play analyses
• Performance evaluations

Curriculum/Teacher Assessment

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the art program, including:

• Teacher/departmental meetings
• Teacher observations
• Completed projects
• Self evaluations/PDP
• Supervisor evaluations
• Suggestions for changes to supervisor

GROUPING

Theatre in the Digital Age is designed for heterogeneously grouped students in grades 9 – 12.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Theatre in the Digital Age is a half year, semester long elective course.

RESOURCES

• Scripts
• Scene Books
• Speakers/actors/directors/professionals
• Scheduled access to the stage
• Internet resources

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

• Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
• Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
• Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
• Individual assignments CRP2, CRP4
• Whole class instruction CRP2, CRP4
• Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
• Technology-aided instruction CRP2, CRP4, CRP8, CRP11
• Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:
9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

SUGGESTED ACTIVITIES
The instructor will include a variety of activities for learning, both teacher- and learner-based, including:

- Script analysis
- Character analysis
- Scoring and analysis of two (2) two-character scenes
- Scoring and analysis of monologues
- NJSLS Speaking and Listening activities
- Research of jobs in theatre

INTERDISCIPLINARY CONNECTIONS
Theatre has virtually unlimited possibilities for interdisciplinary connections. Visual and practical arts can be involved with set design and construction (art and math skills); music can be created, orchestrated, and performed for production; dance can be included in production interpretation; creative writing skills are developed through both analysis and interpretation of scenes and characters (literary analysis); psychological and period pieces require research in the historical and social sciences.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS
Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students’ prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
• Use of assisted technology
• Use of prompts
• Modification of content and student products
• Testing accommodations
• Authentic assessments

Gifted & Talented Students

• Adjusting the pace of lessons
• Curriculum compacting
• Inquiry-based instruction
• Independent study
• Higher-order thinking skills
• Interest-based content
• Student-driven
• Real-world problems and scenarios

English Language Learners

• Pre-teaching of vocabulary and concepts
• Visual learning, including graphic organizers
• Use of cognates to increase comprehension
• Teacher modeling
• Pairing students with beginning English language skills with students who have more advanced English language skills
• Scaffolding
  o word walls
  o sentence frames
  o think-pair-share
  o cooperative learning groups
  o teacher think-alouds

PROFESSIONAL DEVELOPMENT
As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.
CURRICULUM MAP

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<th>September/February</th>
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<th>November/April</th>
<th>December/May</th>
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