Drama Curriculum

Grade 5: Unit 3
Acting Technique: Building a Character II
This unit continues character development through the application of sensory exercises and stage business.

It also covers script interpretation and how it provides clues to characterization.

Story structure provides the means for students to appreciate how acts within the play move the story forward to its conclusion.

Classical theater is introduced via Shakespearean soliloquies and sonnets. Students compare and contrast classical language to that within contemporary plays.

Students learn how to self-critique as well as how to provide constructive criticism to their peers.
## Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Acting Technique -- Basics</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Acting Technique – Building a Character I</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Acting Technique — Building a Character II</td>
<td>8 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Acting for Film &amp; Television</td>
<td>8 weeks</td>
</tr>
</tbody>
</table>
## Educational Technology

### Standards

8.1.5.A.1; 8.1.5.B.1; 8.1.5.C.1; 8.1.5.D.1; 8.1.5.D.3; 8.1.5.E.1; 8.1.5.F.1

<table>
<thead>
<tr>
<th>Technology Operations and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in online course, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrate and communicate original ideas and stories using digital tools and media-rich resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Digital Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.</td>
</tr>
<tr>
<td>Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.</td>
</tr>
<tr>
<td>Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather and analyze findings using data collection technology to produce a possible solution for a content-related problem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking, Problem Solving, Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and use specialized databases for advanced research</td>
</tr>
<tr>
<td>Career Ready Practices Standards</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</td>
</tr>
</tbody>
</table>

**CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that
positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their
workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

### Accommodate Based on Students' Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
</table>
| - Extra time for assigned tasks  
- Adjust length of assignment  
- Timeline with due dates for reports and projects  
- Communication system between home and school  
- Provide lecture notes/outline | - Extra Response time  
- Have students verbalize steps  
- Repeat, clarify or reword directions  
- Mini-breaks between tasks  
- Provide a warning for transitions  
- Reading partners | - Comprehension  
- Precise step-by-step directions  
- Short manageable tasks  
- Brief and concrete directions  
- Provide immediate feedback  
- Small group instruction  
- Emphasize multi-sensory learning | - Teacher-made checklist  
- Use visual graphic organizers  
- Reference resources to promote independence  
- Visual and verbal reminders  
- Graphic organizers |

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
</table>
| - Computer/whiteboard  
- Tape recorder  
- Spell-checker | - Extended time  
- Study guides  
- Shortened tests  
- Read directions aloud | - Consistent daily structured routine  
- Simple and clear classroom rules  
- Frequent feedback | - Individual daily planner  
- Display a written agenda  
- Note-taking assistance  
- Color code materials |
Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentor-ships
Assessments

- Performance
- Character Biographies/ Essays
- Multiple Response Strategies (Response Card, Whip-around, Think-Pair-Share, Table Talk, Quick Response, Oral/Choral Response, White Boards)
- Quizzes
- Short/Extended Constructed Response Items
- Quizzes (oral and written)
- Multiple-Choice Items
- Journal Entries/Reflections/Quick-Writes
- Accountable talk
- Projects
- Portfolios
- Observation
- Homework
Interdisciplinary Connections

Language Arts 4th Grade Common Core Standards Key Ideas and Details:

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Progress Indicators for Reading Literature

Key Ideas and Details

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Craft and Structure

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Integration of Knowledge and Ideas

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

Range of Reading and Complexity of Text

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Informational Text

Key Ideas and Details
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standards for Writing

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Progress Indicators for Writing

Text Types and Purposes

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use a variety of transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Anchor Standards for Language

Conventions of Standard English
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vocabulary Acquisition and Use**

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Knowledge of Language**

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   A. Choose words and phrases to convey ideas precisely.
   B. Choose punctuation for effect.
   C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**Vocabulary Acquisition and Use**

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).
Social Studies 6.1 U.S. History: America in the World: All
A. Civics, Government, and Human Rights
6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

B. Geography, People, and the Environment
6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.

6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
### Grade: 5

**Unit: III**  
**Acting Technique - Building a Character**

**Topic Description:**  
This unit focuses on the application of sensory exercise to enhance character believability. It also covers script interpretation and its clues to characterization. Story structure provides the means for the actor to understand how the acts of a play move the story forward to its conclusion. Students practice constructive critique of self and others.

### New Jersey Core Curriculum Content Standards (NJCCCS): Theater

#### 1.1 The Creative Process:

1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

1.1.5.C.2 Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

1.1.5.C.4 Explain the function of sensory recall and apply it to character development.

1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.

#### 1.2 History of the Arts and Culture:

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures.
throughout history.

1.3 Performance:

1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.

1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

1.3.8.C.2

1.4 Aesthetic Responses & Critique Methodologies:

A. Aesthetic Responses

1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).

1.4 Aesthetic Responses & Critique Methodologies:

B. Critique Methodologies

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Questions</th>
<th>Resources</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify inciting incident, climax and denouement. 1.1.5.C.1</td>
<td>What are the three parts within the dramatic structure of a play? How does each part move the story forward?</td>
<td><a href="http://www.storyboardthat.com/articles/e/five-act-structure">www.storyboardthat.com/articles/e/five-act-structure</a></td>
<td>Discuss three-act story structure and the specific job each act must do to move the plot forward to its conclusion. Write a play with a three-act story structure.</td>
</tr>
</tbody>
</table>

Research an artist whose work transformed a genre (e.g., Beckett, Ibsen) or represented a break with the old form, (e.g., Stanislavski, Jerome Kern). 1.2.5.A.3 | What inspired Lin-Manuel Miranda to write the musical “Hamilton”? | YouTube: Lin-Manuel Miranda Talks “Hamilton”, New York, and his Influences Charlie Rose Interviews Lin-Manuel Miranda | Research and write a report on Lin-Manuel Miranda and his impact on contemporary theater. Select scene from Hamilton and discuss what theatrical devices (other than acting) are used to convey the plot and emotional lives of the main characters? |
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</thead>
<tbody>
<tr>
<td>Create and perform a play in a particular genre (e.g., classical theatre and the unities of time, place and action). 1.3.5.C.1</td>
<td>How is Shakespearean different than contemporary language? What’s the “code” that helps to better understand Shakespearean text?</td>
<td>Shakespeare for Young People: Productions, Versions and Adaptations, Abigail Rokison-Woodall, Bloomsbury Publishing</td>
<td>Look at a Shakespearean movie scene, with historical characters and discuss how economic and social standing affect their characters’ behaviors. Select a soliloquy and break it down with iambic pentameter.</td>
</tr>
<tr>
<td>Create and perform a play in a particular genre (e.g., classical theatre and the unities of time, place and action). 1.3.5.C.1</td>
<td>How does the time period in which a character lives affect the way he communicates?</td>
<td>Texts of scenes and plays within specific time periods and genres.</td>
<td>Create historical characters within monologues and discuss conditions within the characters’ lives: how they dress, economic and social standing. Use these factors to determine character behaviors, speech, and costumes.</td>
</tr>
<tr>
<td>Explain the function of sensory recall and apply it to character development. 1.1.5.C.4</td>
<td>How does sense memory work enhance a performance to make it more believable?</td>
<td>Building a Character, Constain Stanislavsky, publisher Routledge Taylor &amp; Francis Group</td>
<td>Students practice recall of the five senses through the exploration of two sensory exercises.</td>
</tr>
<tr>
<td>Create and perform a scene using at least three of the senses to communicate the reality of the environment, or the character’s situation. 1.3.5.C.2</td>
<td>Does sense memory work begin as an internal or external process?</td>
<td>Building a Character, Constain Stanislavsky, publisher Routledge Taylor &amp; Francis Group Northwestern University Press</td>
<td>Apply these same sense memory exercises to a two-character scene.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
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<tr>
<td>Create and perform a scene supported by stage business for a character that reveals or reflects some aspect of personality. 1.3.5.C.2</td>
<td>How can the actor use stage business to convey a truth about a character that is not revealed within the script?</td>
<td>Theater Games for the Classroom: A Teacher's Handbook Spolin, Viola Northwestern University Press</td>
<td>Use a piece of stage business in an improvisation to reveal some aspect of the character’s personality. Next, apply same stage business to a simple scene.</td>
</tr>
<tr>
<td>Assess the application of the elements of art and principles of design in dance, music, theater, and visual artworks using observable, objective criteria. 1.4.5.B.2</td>
<td>How can constructive critique help an actor to improve a performance?</td>
<td></td>
<td>Students receive a rubric with which to critique one-self and peers.</td>
</tr>
<tr>
<td>Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.3</td>
<td>How can using the appropriate words promote giving a helpful critique?</td>
<td></td>
<td>Students provide constructive critique using the vocabulary words specific to acting and theater.</td>
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</tbody>
</table>
# Unit Project (Choose 1)

## Unit Project (Suggested)

Students rehearse and perform a classical soliloquy or scene with all lines memorized.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>17-20 vocabulary words defined correctly</td>
</tr>
<tr>
<td>80-89</td>
<td>14-16 vocabulary words defined correctly</td>
</tr>
<tr>
<td>70-79</td>
<td>11-13 vocabulary words defined correctly</td>
</tr>
<tr>
<td>60-69</td>
<td>8-10 vocabulary words defined correctly</td>
</tr>
<tr>
<td>Below 60</td>
<td>0-7 vocabulary words defined correctly</td>
</tr>
</tbody>
</table>
Field Trip Ideas: Attend a play and/or musical and write a report about the performance(s).

Following are some of the suggested venues in New York and New Jersey:

- Broadway & Off-Broadway shows in New York, NY
- New Victory Theater, 209 West 42nd Street, New York, NY 10036
- New Jersey Performing Arts Center, One Center Street, Newark, NJ 07102
- Peak Performances at Montclair State University, One Normal Avenue, Montclair, NJ 07043