

COURSE TITLE:

DRAMA
GRADE 8

SCHOOLS:

PIERREPONT SCHOOL
UNION SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Pierrepont School & Union School
Rutherford, NJ
DRAMA GRADE 8
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Experience with and knowledge of the arts is a vital part of a complete education. An education in the arts is an essential part of the academic curriculum. The eighth grade drama curriculum will provide students with the ability to be creative and inventive decision makers. The process will be an interactive classroom involving both the student and the teacher.

The eighth grade drama curriculum adheres to the New Jersey Core Content Curriculum Standards in the performing arts.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

VISUAL AND PERFORMING ARTS

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION:
Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student
CRP2: Apply appropriate academic and technical skills
CRP3: Attend to personal health and well-being.

B. COURSE OUTLINE

All standards cited in course outline are through Grade 8.

1. Creation and response to theater 1.1, 1.4

- Students will write scenes that utilize proper stage movements, set design and dialogue.
- Students will view and respond to classmates' productions.

2. Utilization of skills and methods appropriate to the creation, performance and presentation of theater 1.1, 1.3

- Introduction of the use of voice and movement in creative drama and storytelling of poetry or children's literature.
- Introduction to voice (rate, pitch, tone, articulation) in creative drama and storytelling of poetry or children's literature.
- Introduction to focusing and movement with emphasis on group pantomime with concentration on face (expression) and body (simulation). Students will perform exercises and student/teacher critiques of performances.
- Creation of action within the context of a given situation using acting skills such as sensory recall, concentration, breath control, and vocal projection that suggest artistic choices.

3. Understanding of the elements and principles of theater 1.1, 1.2, 1.3

- Assess character motivations with the construct of scripted plays.
- Analyze scenes with regard to thematic intent, situation, character and motivation.
- Create scenes that reflect understanding of space, stage directions, proper format of script
- Write and perform student "Drama/Duos."

4. Application of elements and principles of theater 1.1, 1.2, 1.3

- Introduce rhythm, form and beat
- Analyze movement and sound
- Create visualization of group movement using focus, form, rhythm and beat.

5. Develop, apply, and reflect upon critiques 1.4**3. PROFICIENCY LEVELS**

This elective course is designed for all students in Grade 8. Students will acquire the knowledge and skills necessary for the appreciation, creation, and response to drama.

4. METHODS OF ASSESSMENT

- **Student Assessment**

Student progress and achievements are assessed through a variety of techniques that include, but are not limited to, the following items.

- Classwork
- Class participation
- Projects
- Collaborative assignments

- **Curriculum/Teacher Assessment**

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

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

5. GROUPING

Drama may be part of a rotating arts program, which includes music and visual arts. Grade 8 Drama may also be offered as an elective course. In either case, it is available to all 8th grade students. There are no prerequisite or level placement criteria.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Drama is an elective course opened to all 8th grade students.

7. RESOURCES

- **Speakers**

Teachers are encouraged to contact community groups, parents, and organizations to obtain speakers to enhance the curriculum with the approval of the administration.

- **Supplies and Materials**

In addition to appropriate rehearsal and performance space, Grade 8 Drama requires video equipment for viewing and listening.

- **Books/Video List**

Peg Kehret. *Winning Monologues for Young Actors*. Colorado Springs: Merriweather Publishing, 1996.

Muir, Kerry. *Childsplay: A Collection of Scenes and Monologues for Children*. New York: Limelight, 1995.

Novelly, Maria C., *Theatre Games for Young Performers*. Colorado Springs: Merriweather Publishing, 1996.

Schmacher, Julie A. *Drama for Reading and Performance*. Logan, Iowa: Perfection Form, 2000.

Taylor, Stephen. *The Drama Recipe Book*. Victoria, Australia: Educational Resources Group, Inc., 1995.

Suggested Videos

Stomp (HBO Productions)
Behind the Scenes: David Parsons: Patterns (GPN Distributors, Lincoln, NE)
Behind the Scenes: Julie Taymor: Setting the Scene (GPN Distributors, Lincoln, NE)

Also, current articles from trade books, magazines, and newspapers may be used as appropriate extensions of ideas under discussion and review.

8. METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limits, as to how a teacher can instruct and facilitate learning.

- Collaborative learning
- Peer-to-peer instruction
- Differentiated instruction
- Whole class instruction

9. SUGGESTED ACTIVITIES

- Stomp
- Scene writing
- Scene acting
- Monologue/duologue
- Pantomime
- Improvisation
- Assembly programs

10. 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
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

Grade 8 Drama has numerous possibilities for interdisciplinary connections. Drama can be connected with social studies, science, and English classes. Project work can be connected with all disciplines.

- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. 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.

13. CURRICULUM MAP – DRAMA – GRADE 8

<i>Class</i>	Week 1	Week 2	Week 3	Week 4	Week 5
Drama	<p>Lesson: Introduction to voice:</p> <p>Rate</p> <p>Pitch</p> <p>Tone</p> <p>Articulation</p>	<p>Lesson: Focusing / concentration</p> <p>Team building and dynamics</p> <p>Students create scenes of concentration on mime</p> <p>Theater games</p> <p>Students critique performances</p>	<p>Lesson: Movement / observation</p> <p>Group pantomime</p> <p>Face (expression) Body (simulation)</p> <p>Students perform exercise</p> <p>Students perform “mirror” scene (observation)</p> <p>Students critique performances</p>	<p>Lesson: Structure of Drama</p> <p>Brief history of theater / drama</p> <p>Stage directions</p> <p>Proper format of script</p> <p>Students read play from text to analyze the structure of the form</p>	<p>Lesson: Structure of Drama</p> <p>Students will create character based upon a page of dialogue.</p> <p>Students will be introduced to blocking and stage movement.</p>

<i>Class</i>	Week 6	Week 7	Week 8	Week 9
Drama	<p>Lesson: Students write / or choose Drama Duos, <i>students begin to write one-act play, or students recreate "Stomp"</i></p>	<p>Lesson: Introduction to staging</p> <p>Students watch video on staging</p> <p>Students add setting</p>	<p>Lesson: Structure of Drama</p> <p>Students add appropriate stage movements</p> <p>Students add character traits, movement and emotion to script</p> <p>Lesson: Students rehearse Drama Duos, <i>written script, or "Stomp"</i></p>	<p>Final Project</p> <p>Students perform "Drama Duos," <i>written scripts or "Stomp"</i></p> <p>Students critique performances</p>