

**Warren Township Schools
Warren Township, NJ**

Drama Curriculum Grade 7

Dr. Tami R. Crader
Superintendent of Schools

Adopted: November 28, 2011

William Kimmick
Curriculum Coordinator

Stacey Hann-Modugno
Curriculum Supervisor

WARREN TOWNSHIP SCHOOLS

Drama

Grade: 7

Unit: Finding Comfort on the Stage

Essential Question: How can we create a good group dynamic? How can we feel more at ease in front of an audience?

NJCCCS CPI#	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
1.1.2.C.1 1.1.5.C.1 1.1.8.C.11.1.8. C.4 1.2.2.A.1-2 1.2.5.A.1-3 1.2.8.A.1-2 1.3.5.C.1-2 1.4.P.A.1-4 1.4.P.A.5-7 1.4.8.A.4 9.1.4.B.1 9.1.4.D.1 9.1.12.F.2	<ul style="list-style-type: none"> • Develop a comfort on stage through participation in daily icebreakers and warm-up activities • Acknowledge similarities and differences from others in dramatic (warm-up) activities • Demonstrate social discipline in dramatic activities • Explore alternatives and problem-solving techniques through dramatization. • Practice audience etiquette • Describe and discuss the relationship between the audience and performing artists. • Discuss and evaluate the behavior of particular audiences. • Develop interpersonal skills and awareness 	Teacher Created Materials <i>Theatre Games for Young Performers</i> Instructor Generated Resources	<ul style="list-style-type: none"> • Drama Discussion • Teacher Generated Materials • Warm-Up Activities (<i>teacher created</i>) • True/False Personality Activity • Role-playing Activities • Cooperate in teams to solve problems. • Rehearse in small groups. • Observe students as: <i>the audience & performers</i>

WARREN TOWNSHIP SCHOOLS

Drama

Grade: 7

Unit: Voice

Essential Question: How do we effectively communicate in front of an audience? What are some key skills to build a better voice?

NJCCCS CPI#	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
1.1.2.C.3 1.1.5.C.2 1.1.8.C.2-C3 1.3.P.C.1-6 1.3.2.C.1-3 1.3.5.C.1-2 1.3.5.C.1-2 1.3.2.C.2 1.3.2.C.3 1.3.5.C.2 1.3.8.C.1 1.3.8.C.2 1.4.P.A.1-4 1.4.P.A.5-7 9.1.4.D.1	<ul style="list-style-type: none"> • Use the body and voice expressively • Increase confidence in public presentations • Identify the characteristics of a good stage voice • Perform Vocal Warm-Ups • Repeat and state various tongue twisters • Enunciate words and sentences with an appropriate expression • Collaborate with others to give a final voice performance using the vocal skills mastered 	<i>Theatre Games for Young Performers</i> <i>The Amateur Actor</i> Theater Arts I Teacher Created Materials SmartBoard Teacher Created Unit	<ul style="list-style-type: none"> • Create and Perform “Personality Project” and speech • Warm-Up Activities (teacher created) • Breathing Exercises • Voice & Vocal Techniques (<i>i.e...Visibility to audience, face & body positioning, gestures, turns, crossing stage etc.</i>) • Develop a proper vocal range (<i>rate, projection, clarity, pitch ,expression, eye contact & poise</i>) • Teacher Created Activity: <i>Lyrics on the Loose</i> • Presentation of Nursery Rhymes/Poems • Color Your Words Activity (warm-up) • Rubric Scoring Sheet • Teacher Observation

WARREN TOWNSHIP SCHOOLS

Drama

Grade: 7

Unit: Introduction to Stage

**Essential Question: What are some common stage terms and commands? What are the actor positions?
What are the parts of the stage?**

NJCCCS CPI#	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
1.1.2.C.1,C.2 1.1.5.C.2 1.1.8.C.2,C.4 1.1.2.C.4 1.2.2.A.1-2 1.2.5.A.1-3 1.2.8.A.1-2 1.1.2.C.2,C.4 1.1.5.C.4 1.1.8.C.4 1.2.2.A.1-2 1.2.5.A.1-3 1.2.8.A.1-2 1.3.P.C.1-6 1.3.2.C.1-3 1.3.5.C.1-2 1.3.8.C.2 1.4.P.A.1-4 1.4.P.A.5-7	<ul style="list-style-type: none"> • Define relevant theatre terminology • View, discuss, and practice the actor positions used on the stage. • Use movement and body awareness to expand vocabulary and word meaning • Develop body awareness and spatial perception. • Identify the use of blocking and the parts of the stage 	<i>Everything about Theatre</i> <i>Theatre Arts I</i> Teacher Created Materials Instructor <i>Theatre Games for Young Performers</i> <i>The Amateur Actor</i>	<ul style="list-style-type: none"> • Smart board presentation (stage terms) • Teacher generated worksheet • Teacher demonstration • Student Participation • Oral Responses • Classroom Creation of the stage • Participation in group activities • Teacher demonstrations • Class Review and discussion • Written Quiz

WARREN TOWNSHIP SCHOOLS

Drama

Grade: 7

Unit: Pantomimes

Essential Question: What is a pantomime? What are some pantomime activities? What is it like to perform without using your voice?

NJCCCS CPI#	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
1.1.2.C.1-C.4 1.3.P.C.1-C.6 1.3.2.A.2 1.3.2.C.1-C.3 1.3.5.C.2 1.3.8.C.1-C.2 1.1.5.C.2-C.4 1.1.8.C.3-C.4 1.3.2.A.2 1.3.P.C.1-C.6 1.4.P.A.1-4 1.4.P.A.5-7 1.4.2.A.3 1.4.2.B.1-2 1.4.5.B.1-2 9.1.4.D.1 9.1.4.D.1-4	<ul style="list-style-type: none"> • Develop confidence and stage skills through various teacher based pantomime activities • Learn the basic qualities of good pantomimes • Create gestures and choreography based on a pantomime theme or text • Perform simple actions and emotions • Perform believable entrances in pantomime • Plan and present group pantomimes and rehearsed scenes • Perform a solo pantomime with props 	<i>Theatre Games for Young Performers</i> Teacher Created Materials <i>Theatre Games for Young Performers</i> Teacher Created Materials Teacher Created Situations	<ul style="list-style-type: none"> • Topics given via index cards and students perform • Students will demonstrate mastery of skills by completing teacher generated tasks • Teacher Observation • Performance Based • Active Observation • Participation checklist • Criteria Check-Sheet • Evaluation sheets (peer, teacher, self) • Oral responses

WARREN TOWNSHIP SCHOOLS

Drama

Grade: 7

Unit: Basic Acting/Improvisations

Essential Question: How do we express characters through movement and voice? How can we develop characters using personal creativity?

NJCCCS CPI#	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
1.1.2.C.1-C.4 1.1.5.C.2-C.4 1.1.8.C.3-C.4 1.3.2.A.2 1.3.P.C.1-C.6 1.3.2.C.1-C.3 1.3.5.C.2 1.3.8.C.1-C.2 1.3.2.A.2 1.3.P.C.1-C.6 1.4.P.A.1-4 1.4.P.A.5-7 1.4.2.A.3 1.4.2.B.1-2 1.4.5.B.1-2 9.1.4.D.1 9.1.4.D.1-4	<ul style="list-style-type: none"> • Develop basic acting skills including: <i>sensory recall, concentration, diction, breath control, body alignment, body control, and improvisation</i> • Work in a partnership or group to select and create characters, situations, actions, and environments through improvisation • Perform a basic acting scene from a given situation • Invent an ending scene for characters through improvised dialogue and actions • Participate in a group scene as three different characters • Improvise a short story and act it out 	<i>Improvisations in Creative Drama</i> <i>Improvisation Starters</i> Teacher Created Materials <i>Improvisations in Creative Drama</i> <i>Improvisation Starters</i> Teacher Created Materials	<ul style="list-style-type: none"> • Teacher generated index cards with scene requirements • Group confer time • Teacher Observation • Discussion of characters • Student Rehearsal • Evaluation Sheets • Performance Checklist: <i>Teacher generated index cards with scene requirements</i>

WARREN TOWNSHIP SCHOOLS

DRAMA

Grade: 7

Unit: Drama in the Media

Essential Question: How can we recognize the role of theatre, film, television and other media in daily life?

NJCCCS CPI#	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
1.1.2.C.1-C.4 1.1.5.C.2-C.4 1.1.8.C.3-C.4 1.3.2.A.2 1.3.P.C.1-C.6 1.3.2.C.1-C.3 1.3.5.C.2 1.3.8.C.1-C.2 1.3.2.A.2 1.3.P.C.1-C.6 1.4.P.A.1-4 1.4.P.A.5-7 1.4.2.A.3 1.4.2.B.1 1.4.5.B.1-2 1.4.8.A.4-7 9.1.4.D.1 9.1.4.D.1-4 9.1.4.E.1 9.1.4.E.2 9.1.8. E.1	<ul style="list-style-type: none"> • Explain the role of theatre, film, television, and electronic media in everyday life • Create and present an original commercial, infomercial, or advertisement (in the form of a movie, video, power-point presentation, or pre-recorded and uploaded) 	Teacher Created Materials Teacher Created Unit Smart Board Files	<ul style="list-style-type: none"> • Criteria Sheets • Teacher Observation • Checklist • Rubric Scoring • Class Review and discussion • Evaluation sheets (peer, teacher, self)

WARREN TOWNSHIP SCHOOLS

DRAMA

Grade: 7

Unit: Characterization

Essential Question: How can we create believable characters?

NJCCCS CPI#	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
1.1.2.C.1-C.4 1.3.P.C.1-C.6 1.3.2.A.2 1.3.2.C.1-C.3 1.3.5.C.2 1.3.8.C.1-C.2 1.1.5.C.2-C.4 1.1.8.C.3-C.4 1.3.2.A.2 1.3.P.C.1-C.6 1.4.P.A.1-4 1.4.P.A.5-7 1.4.2.A.3 1.4.2.B.1-2 1.4.5.B.1-2 9.1.4.D.1 9.1.4.D.1-4	<ul style="list-style-type: none"> • Incorporate physical, emotional and social dimensions of characters in scenes. • Analyze descriptions, dialogue and actions to justify character choices • Maintain characters in improvised and formal scenes. • Make clear choices in character traits and behavior. 	Teacher Created Materials Set Props, simple hand held props, and costumes <i>Theatre Games for Young Performers</i>	<ul style="list-style-type: none"> • Characters given via index cards and students perform • Teacher Observation • Active Observation • Teacher Created Character Games

WARREN TOWNSHIP SCHOOLS

Drama

Grade: 7

Unit: Monologues

Essential Question: How can I create and present a monologue?

NJCCCS CPI#	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
1.1.2.C.1-C.4 1.3.P.C.1-C.6 1.3.2.A.2 1.3.2.C.1-C.3 1.3.5.C.2 1.3.8.C.1-C.2 1.1.5.C.2-C.4 1.1.8.C.3-C.4 1.3.2.A.2 1.3.P.C.1-C.6 1.4.P.A.1-4 1.4.P.A.5-7 1.4.2.A.3 1.4.2.B.1-2 1.4.5.B.1-2 9.1.4.D.1 9.1.4.D.1-4	<ul style="list-style-type: none"> • Create and perform a one or two minute monologue based on a given emotion • Present a solo scene of his/her choice (which speaks thoughts aloud, talks to imaginary second characters on stage or addresses audience directly) 	<i>Theater Games for Young Performers</i> Set Props, simple hand props and costumes Teacher Created Materials	<ul style="list-style-type: none"> • Brainstorming Activities • Scene must present an initial situation, complications and a solution • Requirements given by instructor must be met • Outline/Monologue Idea Sheet • Script pre-written (if necessary) and handed in for grading • Teacher Observation

Appendix/RESOURCES

Everything about Theatre
Robert L.Lee
Meriwether Publishing Ltd.

Improvisations in Creative Drama
Betty Keller
Meriwether Publishing Ltd.

Improvisation Starters
Philip Bernardi
Bettenway Publications, Inc.

Puppets for Play Production
Nancy Renfro
Funk & Wagnalls

The Amateur Actor
Francis Mackenzie
Theatre Arts Books

Theatre Arts I
Alan Engelsma & Penny Engelsma
Meriwether Publishing Ltd.

Theatre Games for Young Performers
Maria Novelly
Meriwether Publishing Ltd

Units of Study:

Drama will be studied in the following units:

1. Finding Comfort on the Stage
2. Voice and Communication
3. Introduction to Stage
4. Pantomimes
5. Basic Acting and Improvisation
6. Drama in the Media
7. Characterization
8. Monologues

Purpose:

The purpose of this course is to introduce students to the basic skills of drama, and acting. This is a performance-based course requiring full participation from students. The Drama elective allows students to communicate with and understand others in new ways develop creativity and technical skills in front of an audience; and gives them a chance to express themselves and be successful in their own unique ways.

Rationale:

The Drama Grade 7 elective has been developed based on extensive research and instructor-generated ideas and materials. The implementation of the Drama course will meet the NJCCC standards by helping students:

- Communicate and express human emotion
- Promotes a positive and confident self image
- Teaches self control and discipline
- Use their imagination
- Promote concentration
- Collaborate and cooperate with others
- Build self-confidence
- Develop tolerance and empathy
- Become problem-solvers
- Portray characters and describe basic situations
- Prepares students to be successful in a 21st century world
- Experiment with the use of voice, facial expression and movement
- Employ theatrical elements to create and express scenes
- Demonstrate clarity of character through classroom dramatizations
- Create original interpretations of scripted roles demonstrating a range of various acting styles and methods
- Identify basic elements of theatre
- Recognize basic stage directions and vocabulary
- Collaboratively plan and execute group scenes stemming from pantomimes and improvisation
- Create and portray individual characters and their behaviors
- Create characterizations in context through manipulation of voice and physical qualities
- Evaluate their own actions and accomplishments