

Instructional Unit Map

Course Title: Drama Class

Unit Title: Ensemble Building

Creator: Ms. Heather Sirisky

Length of Unit: 5 weeks

NJSLS

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12prof.Pr4a: Rehearse various acting exercises to expand skills in a rehearsal for devised or scripted theatre performance.

1.4.12acc.Re7b: Apply theatre elements and production values to formal and informal evaluations or artistic choices in a theatrical work.

Cross Curricular Standards

1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.

Essential Questions

1. How does teamwork enhance the collaborative experience in a drama class or theatrical production?
2. What diverse roles contribute to the success of a theatrical production?
3. What key terminology is essential for understanding and navigating a theatrical environment?
4. What are the specific responsibilities of an ensemble in a theatrical production?
5. In what ways does improvisation foster ensemble skills and deepen character development for actors?

Summative Assessments

1. CSA 1: Pre-assessment
2. *Beetlejuice* Cast & Creative Canva Project
3. Ensemble Building Unit Test

Unit Pre-assessment & Pre-requisite skills

- KWL Chart
- Draw on background knowledge related to topic and content
- Theatre games
- Stage types
- Parts of a stage

- Stage directions

Instructional/Assessment Scaffolds

1. English Language Learners: Modify in-class assignments, build background information, collaborative work, vocabulary/terminology activities, extended time on assignments, audio/visual media to improve comprehension.
2. Special Education Students: Modify in-class assignments, build background information, collaborative work, vocabulary/terminology activities, peer and instructor modeling, extended time on assignments, audio and visual media to improve comprehension, graphic organizers, parent/teacher communication, guided worksheets/notes, apply simplified language, modify curriculum content based on student's ability level, frequent questioning to keep students engaged.
3. Struggling Learners: Parent/teacher communication, small group work to help one another through tasks, break down directions to be smaller tasks, guided worksheets/notes, modeling, apply simplified language, visual demonstrations, frequently check for understanding, assist with organization of materials, hands on learning experiences, modify pace of instruction for processing time, re-teach/clarify material when needed, reading directions aloud, refocus and redirect.
4. Advanced Learners: Open ended questions, self-directed study, conversation and debate, advanced writing assignments, advanced reading and script analysis.

Differentiated Instructional Methods

- Games and exercises
- Live scene work
- Performance rubrics
- Guided handouts
- Visual and audio aids
- Graphic organizers

Integration of Technology

- Google Forms
- Google Slides
- Youtube
- Kahoot
- Canva

Instructional Learning Plan

1. Learning Objectives:
 - Students will explore and articulate the roles and responsibilities of each member within a theatrical production, fostering a deeper understanding of collaborative artistry.
 - Students will acquire essential theatrical terminology to enhance effective communication and collaboration with their peers in various production roles.
 - Students will demonstrate the significance of trust and human connection in an ensemble by participating in a range of ensemble-building and improvisation exercises, promoting

teamwork and creativity.

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2. Instructional Strategies/Student Activities:

- Activity 1: Students will work together as a class to complete the ensemble building exercise “Count to 20”. One at a time, group members will say a number on impulse, but if any two group members say the number at the same time, the game starts over.
- Activity 2: Students will work together to complete the ensemble building exercise “Group Storytelling”. One at a time, each group member will say one word to add to the group story. Students must not only listen and respond to the student’s word before them, but the direction that the entire group is taking the story in.
- Activity 3: Students will work in pairs to perform an improvisation exercise called “Freeze and Justify”. Students will be given an object, but in their improvised scene, the object has to be anything other than what it actually is.

3. Formative Assessments:

- Unit 1 Notebook Check
- Backstage Reading Article
- Guided Notes (2): Theater Terminology & Creative Team

4. Resources:

- Google Slides presentations
- Guided handouts
- *From Cast to Concessions* Backstage Article
- *Proof* by David Auburn
- Graphic organizers

5. Reflections:

- Active Notes: Students will take active notes while watching a video on David Korins and *Here Lies Love*. Active notes may consist of thoughts, questions, or words that come to mind while watching the video. The class will reflect on the video as a whole after the video has ended.
- Project Reflection: Students will complete a project reflection handout while watching their classmates present their *Beetlejuice* Cast & Creative Canva Projects. Students will rate each group on their presentation skills as well as visuals and information on a 1-5 scale. Students will also be able to write one praise for one student in each group.