

UNIT PLAN

□ February – March
*Due 02/26/20

School: P.S. 98 Shorac Kappock
Trainer: Don Scimé
Supervisor: Jacky De La Cruz

Activity: Theatre Arts
Room: 201
Days of Week: Mondays & Tuesdays

UNIT OVERVIEW

SUMMARY:

What the club aims to achieve.

The Theatre Arts Club will build leaders, team players, and positive relationships. Students will practice the analytical, concentration, and process skills associated with acting. The semester will culminate in a final project. Students will perform an abridged version of Bottom's speech from "A Midsummer Night's Dream".

Key Vocabulary:

- | | |
|---------------------|----------------------|
| 1. Theater/Play | 8. Cooperation |
| 2. Actor | 9. Script + Dialogue |
| 3. Audience | 10. Blocking |
| 4. Projection | 11. Drama |
| 5. Costume | 12. Comedy |
| 6. Stage Directions | 13. Warm Up |
| 7. Ensemble | 14. Improvisation |

UNIT CONTENT OBJECTIVES:

Overall Club Goals. Objectives should be measurable and include understandings as well as performance tasks.

Students will be able to...

- Create a safe and supportive space, measured by participation and progress in warmups, improvisation, rehearsal, and behaving as respectful, supportive audience members.
- Learn warm-ups including stretching, breathing and tongue twisters.
- Act out the narrative of Bottom's (abridged) speech (see below) from "A Midsummer Night's Dream" as a group.
- Effectively work as an ensemble and learn the meaning of supportive collaboration.

ACADEMIC & SOCIAL EMOTIONAL LEARNING (SEL) CONNECTIONS:

Please complete the sections below:

NY State Standards Note: state standards SL.1, SL.2, SL.2a, SL.4, and L.6 are met by using TLP standard curricula, lesson structure, and Experiential Learning Cycle.	Social Emotional Learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, & Responsible Decision Making.	Culturally Responsive Education: Program activities help students and families build awareness and sensitivity to issues affecting human relations and actively teach respect for diversity.
<p>Please list two additional standards using the attached standards guide and include activities that will help your class to meet those standards.</p> <p>Standard: Reading Standard for Literature 4 (RL.4) Supporting Activity: Read along and memorize lines from Bottom's speech in "Midsummer Night's Dream".</p> <p>Standard Reading Standard for Informational Text 4 (RI.4) Supporting Activity: Students learn to identify words in key vocabulary above. Students learn about William Shakespeare and "Midsummer Night Dream" story and discuss. They make their own Globe Theatre from paper. They create their own Shakespearean collars from coffee filters and color a picture of Bottom and other characters from the story.</p>	<p>The following activities will help meet the SEL objectives listed above:</p> <ul style="list-style-type: none"> ○ Self-Awareness: Sensory Stimulation Game, Guided Meditation. ○ Self-Management: Red Light, Green Light, Freeze Game, Wacky Relay ○ Social Awareness: Big Wind Blows Game (finding things in common with each other). ○ Relationship Skills: Trust Walk, Human Knots. ○ Responsible Decision Making: Machine, Minefield Trust Walk. Learn to make creative choices via exercises. 	<p>The following activities will help meet the objective listed above.</p> <ul style="list-style-type: none"> ○ Read "Amazing Grace" by Mary Hoffman and discuss why Grace should be able to play Peter Pan. ○ Read "Moses Sees a Play" by Isaac Millman and discuss what it might feel like to be deaf. ○ Read "Kamishibai Man" by Allen Say. Introduce the students to Kamishibai which is Japanese Theatre.

Unit Presentation/Project/Performance

Description: Students will learn and recite a section of Bottom's speech from "A Midsummer Night's Dream."

70 Let me play the lion too: I will roar, that I will
 71 do any man's heart good to hear me; I will roar,
 72 that I will make the duke say "Let him roar again,
 73 let him roar again." (A Midsummer Night's Dream Act I, scene 2, line 70)

Date: End of school semester.

Location: P.S. 98 Auditorium

Unit Breakdown by Weekly Increments

Please briefly describe what each Month of club will look like (you can use full sentences or bullet points). Think of them as mini units leading up to a final project. Specifically plan out what activities and projects students will be working on. Give your students a benchmark for each increment on what they will be working on towards the final project.

Month 1:

- **February 24-28:**
 - **NAME RELATION GAME** (Favorite food that begins with first letter of your first name).
 - **NAME TOSS USING BALL** (say the name of the person you are throwing to). Introduce voice **projection** & eye contact.
 - Introduce rules. Students sign contract.
 - Introduce basic vocabulary. What is a **play**? Who is the **actor**? Who is the **audience**? What is the **stage**?
 - Everyone colors our friend the **actor**. Give him a name. What does he wear? A **costume**. What does he do?
 - **WARMUPS: Big and small, shake one part of body, "The big Black bug", "unique New York" tongue twisters.**
 - **UP, DOWN, STOP and GO! GAME** – Very important to listen very carefully!
 - **BEAN BAG VOICE PROJECTION GAME**
 - **COOPERATIVE STAND UP GAME** – working together as an **ensemble, cooperation.**
 - **RIBBON OF SOUND GAME** - listening
 - **TELEPHONE GAME**- listening
 - **LED BY THE NOSE DRAMA GAME**
 - **STRIKE A POSE**
 - **MYSTERY BAG GAME** – Using the other senses to identify objects. Introduce the five senses.
 - **SENSORY STIMULATION GAME**
 - **RUN THROUGH THE JUNGLE GAME**
 - **WALK ACROSS THE ROOM LIKE GAME**
 - **'SENSORY' RELAXATION-STIMULATION GAME**
 - Read **"STAGESTRUCK"** by Tomie DePaola & discuss
 - Read **"AMAZING GRACE"** by Mary Hoffman
 - **CIRCLE OF ENERGY CLOSE OUT**

Month 2:

- **March 2-6:**
 - **NAME RELATION GAME** (Favorite food that begins with first letter of your first name).
 - **NAME TOSS USING BALL** (say the name of the person you are throwing to).
 - Review Rules.
 - Review basic vocabulary.
 - **COOPERATIVE STAND UP GAME**
 - **HUMAN KNOT – Cooperation, Ensemble**
 - **FOREHEAD DOTS**
 - **TRUST WALK**
 - **TRAFFIC LIGHTS**
 - **FREEZE GAME**
 - **WACKY RELAY**
 - **STRIKE A POSE GAME**
 - **SENSORY STIMULATION GAME**
 - Read “KAMISHIBAI MAN” by Allen Say.
 - Read “MOSES SEES A PLAY”
 - **ACTOR COLORING PAGE TWO**
 - **RELAXATION / GUIDED MEDITATION**
 - Close out with Circle of Energy.

- **March 9-13:**
 - **WARMUPS**
 - **THE BIG WIND BLOWS – LINE VERSION** - Notice how much you have in common with each other!
 - **CATCH and CLAP**
 - **CHANGE THREE THINGS**
 - **MIRROR**
 - **ENERGY BALL**
 - **ENVIRONMENTS**
 - **MACHINE**
 - **MINE FIELD**
 - **PEOPLE TO PEOPLE**
 - **YES AND**
 - **YES LET’S**
 - **ZIP ZAP ZOP**
 - **GROUP STOP**
 - **PASS THE CLAP**
 - **READ ABOUT WILLIAM SHAKESPEARE**
 - **WILLIAM SHAKESPEARE COLORING PAGE**
 - **CLOSE OUT ENERGY CIRCLE**

- **March 16-20:**
 - **WARM UPS**
 - **REVIEW VOCABULARY**
 - **SPACE WALK**
 - **STATUE MAKER OR SCULPTOR**
 - **PEOPLE TO PEOPLE**
 - **PANTOMIMED TUG OF WAR**
 - **TWO STICKS – Pretend they are different things.**
 - **WHAT ARE YOU DOING?**
 - **MIRROR**
 - **THE BIG WIND BLOWS**

- REVIEW SHAKESPEARE FACTS
- COLOR AND CREATE OLD GLOBE THEATRE PROJECT
- Read “‘A MIDSUMMER NIGHT’S DREAM’ For Kids”
- COLOR BOTTOM FROM “A MIDSUMMER NIGHT’S DREAM”
- START LEARNING BOTTOM’S DIALOGUE FROM “A MIDSUMMER NIGHT’S DREAM”. Have them repeat in different ways.
- LEARN MOVEMENT WITH DIALOGUE

- **March 23-27:**
 - WARMUPS / SHAKESPEAREAN TONGUE TWISTERS
 - REVIEW VOCABULARY
 - SAY BOTTOMS SPEECH TOGETHER USING GESTURES
 - SOUNDSCAPE
 - ACTING TO MUSIC
 - MAKE AN OBJECT WITH YOUR BODIES: Fruit bowl, ship, a dragon, make it fly.
 - REVIEW “‘A MIDSUMMER NIGHT’S DREAM’ For Kids” story
 - COLOR and DECORATE PUCK FROM “A MIDSUMMER NIGHT’S DREAM”
 - SENSORY STIMULATION GAME
 - SECRET LEADER
 - GRANDMA’S CLOSET
 - DRAMA COOL DOWN GAME – “DUDE!”
 - SHARK ATTACK
 - NIGHT AT THE MUSEUM

- **March 30 – 31:**
 - WARMUPS
 - REVIEW “A MIDSUMMER NIGHT’S DREAM” – What is the meaning of the words? What is going on for Bottom? Is he a ham just like Tommy in STAGESTRUCK?
 - REVIEW BOTTOMS SPEECH TOGETHER USING GESTURES / SINGING / VOLUME – Everyone says a line. Projection!
 - DRAMA FREEZES
 - OCTOPUS GAME
 - THIS IS MY FRIEND – Divide into groups of A & B and tell the other as much as you can about you.
 - WHO’S GOT THE KEYS TO THE CASTLE?
 - YES, LET’S
 - REVIEW POINTS OF SHAKESPEARE’S LIFE
 - CREATE SHAKESPEAREAN COLLARS USING COFFEE FILTERS
 - EVERYONE PERFORMS BOTTOMS SPEECH WITH NEW COSTUME (SHAKESPEAREAN COLLAR)
 - SHAKESPEARE COLORING PAGE
 - DRAMA FREEZES USING SCENES / SITUATIONS FROM “A MIDSUMMER NIGHT’S DREAM”
 - WHAT OTHER CHARACTER CAN YOU ACT OUT IN “A MIDSUMMER NIGHT’S DREAM”?
 - HOW WOULD YOU BE A FAIRY? A DONKEY? A QUEEN? A KING?
 - CLOSE OUT ENERGY CIRCLE
 - DISCUSSION: WHAT DID WE LEARN?

Please visit <https://www.engageny.org> for the full standards and sample lessons

You can also download the [NY State Learning Standards App](#)  on your phone

The sample New York State Learning Standards for English Language Arts & Literacy Standards shown are for grade 7

Speaking & Listening Standard 1 (SL.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Found In: Introduction to Leadership, for example.

Speaking & Listening Standard 2 (SL.2): Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Found In: Leadership Password, for example.

Speaking & Listening Standard 2a (SL.2a): Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. For example, answering the processing questions in ABC's of Anger.

Speaking & Listening Standard 4 (SL.4): Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Found In: Your Many Roles, for example.

Speaking & Listening Standard 6 (SL.6): Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. For example, using informal language for characters in Role-Play and formal language in the processing portion of the lesson.

Language Standard 6 (L.6): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Found In: Guess Who I Am, for example

Reading Standard for Literature 4 (RL.4): Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Example: Students read the poem "A Downtown Train" by Pedro Pietri and analyze how the author created a sense of rhythm. Students read the poem over their own drumming phrases, with various tempos.

Reading Standard for Informational Text 4 (RI.4): Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Example: Students will read and discuss a short biography of the drummer Art Blakey.

Writing Standard 3 (W.3): Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Example: Students write a one-page vision statement describing their first gig as a professional drummer.

Writing Standard 4 (W.4): Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Example: Students collaborate on an Introduction to Drumming "textbook." Students will contribute a vocabulary list, short biographies of their favorite drummers, descriptions of sticking techniques, diagrams of different percussion instruments, etc.

New York State Learning Standards for Mathematics

Standard for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.



SAMPLE ACTIVITIES TO MEET STANDARDS:

Drama/Theatre

ELA-RL.7.5 Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

- Activity: Students read the "sonnet" from Act I, scene 5 of Romeo and Juliet (when they meet at the party). Discuss the sonnet form. Ask students why they think Shakespeare used this form in this part of the play. Have students identify the rhyme scheme and figurative language. Ask them how this form creates emotion.

Dance/Step

Social Studies-7-8.5.I.8 New Government in Operation: To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in NY State and the US.

- Activity: Students are taught dances from different cultures. Each student (or small groups of students) researches the culture from which the dance originated and present to the group (or parents!). They should relate how their dance grew from and represents its culture.

Athletics

ELA-W.7.6 Production and Distribution of Writing: Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- Activity: Students produce their own Sports Illustrated. The publication can include profiles of athletes, the history/evolution of various sports, a discussion of contemporary issues in sports, etc.

Visual Arts

Math-7.G.6 Geometry: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- Activity: Students design a set for a play. They must measure the stage, taking into account sight lines and entrances/exits. Students will begin by drawing the design and then create scale models.



Mentoring/Affinity Clubs/Activism

ELA-SL.7.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Activity: Facilitate discussions using the Experiential Learning Cycle or similar protocols.

Social Studies-7-8.4.III.1 The Writings, Structure, and Adoption of the United States Constitution: To understand the importance of the events that took place during the writing and adoption of the US Constitution and to recognize their significance beyond their time and place.

- Activity: Students review the Founders' arguments regarding slavery and how they compare to our own contemporary discussions regarding race, including police violence, Black Lives Matter and criminal justice reform. Students will review Article 1, Section 9 (the importation of slaves), Fugitive Slave Act, etc.

THE FOLLOWING STANDARDS LEND THEMSELVES TO A VARIETY OF PROJECTS:

ELA-SL.7.5 Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Math-7.SP.1 Statistics and Probability: Use random sampling to draw inferences about a population. (Have your students conduct a survey of fellow students).

Social Studies-7-8.1.II.4 Geographic Factors Influence Culture: To identify and compare the physical, human, and cultural characteristics of different regions and people.

Social Studies-7-8.6.III.3 To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.

NY State Social Emotional Learning Benchmarks:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.



ADDITIONAL RESOURCES

NYC DOE overview of learning goals by grade:

- <https://www.schools.nyc.gov/school-life/learning/grade-by-grade>

CBO with resources for teachers. (Many for sale):

- <http://centerforhandsonlearning.org/>

New York State learning standards in ELA and Math:

- <http://www.nysed.gov/next-generation-learning-standards>

New York State learning standards for all areas:

- <http://www.nysed.gov/curriculum-instruction>

New York State social emotional learning benchmarks:

- <http://www.p12.nysed.gov/sss/sel.html>

New York City DOE Blueprint for the Arts (this website has tons of downloadable curriculum!):

- <https://www.weteachnyc.org/resources/collection/blueprint-for-teaching-and-learning-in-the-arts/>