

Curriculum Development Overview
Unit Planning for 8th Grade Drama and Theatre Arts

Unit Title	Be a Third Eye: Analyzing the Production Process		Length of Unit	4 – 6 weeks
Focusing Lens(es)	Perspective	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.8-S.1-GLE.2, DTA09-GR.8-S.1-GLE.3 DTA09-GR.8-S.2-GLE.1, DTA09-GR.8-S.2-GLE.2 DTA09-GR.8-S.3-GLE.1, DTA09-GR.8-S.3-GLE.2, DTA09-GR.8-S.3-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does artist collaboration enhance a cohesive production concept? (DTA09-GR.8-S.1-GLE.1,2,3) and (DTA09-GR.8-S2-GLE.1,2) and (DTA09-GR.8-S.3-GLE.2,3) • How do performers and designers use personal experiences to enhance or elaborate a scripted play? • How do students develop a critical eye that develops both self-analysis and critical response to classmates? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Expressions, Investigate/Discovery, Order/Form, Personal Choices, Collaboration, Diverse, Contribution, Textual Clues, Production Process, Product, Constructive Feedback, Refinement			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Personal artistic choices combined with group collaboration and diverse perspectives create a well thought out artistic product. (DTA09-GR.8-S.1-GLE.2,3) and (DTA09-GR.8-S2-GLE.1,2) and (DTA09-GR.8-S.3-GLE.2,3)	What design choices influence the outcome of a production?	How do artists' influence one another through the creative thought process?
Investigation into textual clues to problem solve contributes to the production process and the final creation of the end product (DTA09-GR.8-S.1-GLE.1,3) and (DTA09-GR.8-S2-GLE.2) and (DTA09-GR.8-S.3-GLE.2,3)	What type of information can designers and performers extract from scripts to develop a cohesive product?	How can students collaborate efficiently to create a pitch presentation?
Discovery gained through constructive feedback, the writing process, and self-reflection can expand a production team's ability to create a refined finished product (DTA09-GR.8-S.3-GLE.1,2,3)	What types of components should be considered when evaluating scripts? What are the elements of an effective self-reflection?	How can students use critical response to inform more advanced choices in the artistic process? How can students select the components that apply to each production team role?

Curriculum Development Overview
Unit Planning for 8th Grade Drama and Theatre Arts

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The roles of a production team, such as: Lighting Design, Costume Design, Props and Set design, Script writer, Actors. (DTA09-GR.8-S.1-GLE.1,3) and (DTA09-GR.8-S2-GLE.1,2) • The critical thinking question prompts involved in self and group assessment. (DTA09-GR.8-S.3-GLE.1,2,3) • Analysis and dramatic structure of a play. (DTA09-GR.8-S.1-GLE.3) and (DTA09-GR.8-S.3-GLE.1,2,3) 	<ul style="list-style-type: none"> • Apply acting skills, such as: voice, movement or text analysis to a final presentation of a scene. (DTA09-GR.8-S.1-GLE.1,2) and (DTA09-GR.8-S2-GLE.1) • Self-reflect and give constructive criticism to classmates. (DTA09-GR.8-S.3-GLE.1,2,3) • Produce renderings (costume, lights, sets and props) to produce a final scene. (DTA09-GR.8-S.1-GLE.3) and (DTA09-GR.8-S2-GLE.2)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Through critical evaluation and understanding of the roles of the production team and dramatic structure, students will create a pitch for producing a play.</i></p>
<p>Academic Vocabulary:</p>	<p>Pitch, collaboration, concept, playwright, prompts, renderings, sense,</p>
<p>Technical Vocabulary:</p>	<p>Actor, director, designer, production team, playwright, scene, props</p>