

Adaptive Theatre Arts Pacing Guide

1 st Semester	2 nd Semester	Assessment
Building Ensemble-(Learning names, team/trust/concentration/focus exercises, etc.) Elements of story Storytelling Improv Tour of Stage, Stage Directions Pantomime Radio Drama	Puppetry Comedy Scenes, Dramatic scenes Technical Theatre- use discretion based on students/facility Performance of Monologues and Duet Acting in front of group Group Playwriting Musicals, lip sync or short scenes/plays	Basic Stage terms and Stage Directions Voice and Movement Performance Critique Scene Work Monologues Work, Duet Acting Writing Monologues Duet scenes 10 minute play

Suggested Resources:

- *Barrier-Free Theatre* by Sally Bailey
- *Drama Therapy and Storymaking in Special Education* by Paula Crimmens
- *Wings to Fly* by Sally Dorothy Bailey
- *Kids Take the Stage* by Lenka Peterson and Dan O'Connor
- *Trusting the Moment* by Jeannie Lindheim
- *Creative Dramatics in the Classroom* by Colleen Caine Lanning
- *Story Drama in the Special Needs Classroom* by Jessica Perch Carleton

Possible Standards:

Artistic Processing: Creating

TH.CR.1.HS2c: Use personal experiences and background knowledge to develop a character that is believable and authentic in a theatrical work.

TH.CR.2.HS1b: Collaborate as the actor, director, playwright and designers to explore their interdependent roles in a theatrical work.

TH.CR.3.HS1a: Practice and demonstrate a devised or scripted theatrical work using theatrical staging (blocking, movement).

TH.CR.3.HS1c: Explore physical, vocal and psychological choices to develop a performance that is believable, authentic, and relevant to theatrical work.

Artistic Processing: Performing

TH.PR.4.HS1a: Research various character objectives and tactics in a theatrical work to overcome an obstacle.

TH.PR.4.HS1b: Apply pacing to better communicate the story in a theatrical work.

TH.PR.5.HS1a: Use a variety of acting techniques to expand skills in a rehearsal or theatrical performance.

TH.PR.6.HS1: Perform a scripted theatrical work for a specific audience.

Artistic Processing: Responding

TH.RE.7.HS1a: Respond to what is seen, felt, and heard in a theatrical work to develop criteria for artistic choices.

TH.RE.8.HS3b: Apply new understandings of cultures and contexts to theatrical work.

TH.RE.8.HS2c: Provide multiple aesthetics, preferences, and beliefs through participation in and observation of theatrical work.

Artistic Processing: Connecting

TH.CN.10.HS1a: Investigate how cultural perspectives, community ideas and personal beliefs impact a theatrical work.

TH.CN.11.HS2a: Formulate creative choices for a devised or scripted theatrical work based on research about the selected topic.

Examples of Classroom/Unit Modifications

As a general note, all special needs students should be paired with regular ed students for all activities when possible

Unit:	Modifications:
Puppet Theatre	Use wooden spoon puppets to adapt for student that can't manipulate, use very basic, familiar stories for student success.
Radio Drama	Assign special needs students to perform sound effects on cue as other students read/perform
Ensemble building	pair students up, use peer buddies. movement based activities, inclusive, avoid elimination games.
Group Scenes	Pairs students up with peer buddy/regular ed. student in the group and have them split lines. Even if it's just one line.. they also follow that peers blocking.
Performance	Have regular ed theatre students record lines for special needs students to memorize/use during performance. (Use assistive devices if available).
Pantomime	Begin unit with simple actions (throwing a ball, carrying a bucket, entering room happy, etc.)
Elements of a Story	Use sequencing activities to help develop the story, use picture book flash cards (beginning to end) to help visualize stories.
Storytelling	Have students create and provide visual elements for stories. Take a graphic version of the story (comic strip) separate the elements and have students reassemble the story in a logical order.
Improv	Use Rory's Story Cubes to inspire improv scenes
Stage Directions	Label actual stage and give students a paper/note card to use in planning scenes

Technical Theatre	Use of costumes and simple props can be very helpful in creating more believable characters
Monologue	Allow students to create their own based on personal experiences
Playwriting	Add a twist to a familiar story, provide an outline and have students fill in the details.