

The overarching goal of NYCSSF is to familiarize young people and their teachers with the works of Shakespeare; to instill in them an enduring interest in both Shakespeare and the theatre; and to do this by providing an opportunity to collaboratively create an original work focused on social issues relevant to their lives. This is bolstered by additional goals and outcomes:

STUDENTS will engage in the process, by collectively:

- brainstorming issues and themes
- choosing and exploring the text
- planning, rehearsing and performing the scene

STUDENTS will be more familiar with theatrical conventions, language, techniques, etc., by:

- participating in dramaturgy and character development
- learning and using stage directions
- learning and using tableau, improvisation, choral speaking, etc.
- helping stage-manage, direct, cast and block their scene
- plan, design and build costumes and props, if needed
- learning and following theatre audience etiquette

STUDENTS will participate in active reflection, by:

- discussing the issues and themes and how the scene portrays them
- giving and receiving feedback with classmates, teachers and TAs throughout the process
- giving and receiving TA-facilitated peer feedback at the Festival
- reflecting on the entire process via written feedback, post-Festival

STUDENTS will be more familiar with Shakespeare, by:

- learning about Shakespeare, his era, works and universal themes
- reading, speaking and discussing Shakespeare's language and style
- performing their scene and observing scenes performed by others

STUDENTS will improve use and improve a number of essential ELA skills, including:

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| <ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ Key Ideas & Details ○ Craft & Structure ○ Range of Reading & Level of Text Complexity ○ Responding to Literature • Speaking & Listening <ul style="list-style-type: none"> ○ Comprehension & Collaboration ○ Presentation of Knowledge & Ideas | <ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> ○ Conventions of Standard English ○ Knowledge of Language ○ Vocabulary Acquisition & Use • CCLS – ELA Shifts <ul style="list-style-type: none"> ○ Knowledge in the Disciplines ○ Staircase of Complexity ○ Text-based Answers ○ Academic Vocabulary |
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TEACHERS will learn creative ways to engage standards and complex subjects, by:

- Attending Professional Development/Teacher Training days, accumulating numerous activities and strategies for encouraging student participation, interest in and excitement about Shakespeare and theatre
- Engaging practical methods of exploring relevant, often sensitive issues with their students
- Delving into Shakespearean plays, themes, language, structure, etc. – first with NYCSSF guidance and then with their students
- Working with Teaching Artists to boost their own and their students' confidence in using their imaginations, and working as an ensemble to create an original piece of theatre, using only Shakespeare's words
- Learning to trust themselves and their students with complicated subject matter and high-level skills
- Experiencing practical strategies to address literacy and arts standards, as well as understanding how NYCSSF utilizes many of the *Framework for Teaching* competencies

NYS ARTS STANDARDS – THEATRE

Standard 1 - Creating, Performing, and Participating in The Arts

Students will actively engage in the processes that constitute creation and performance in the arts and participate in various roles in the arts.

- Students will **create and perform theatre pieces** as well as improvisational drama.
- They will understand and use the **basic elements of theatre** in their characterizations, improvisations, and play writing.
- Students will engage in **individual and group** theatrical and theatre-related tasks, and will describe the various roles and means of **creating, performing, and producing theatre**.

Standard 2 - Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

- Students will know the basic tools, media, and **techniques involved in theatrical production**.
- Students will locate and use **school, community, and professional resources** for theatre experiences.
- Students will **understand the job opportunities** available in all aspects of theatre.

Standard 3 - Responding To and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

- Students will **reflect on, interpret, and evaluate plays and theatrical performances**, both live and recorded, using the language of **dramatic criticism**.
- Students will analyze the **meaning and role of theatre** in society.
- Students will **identify ways in which drama/theatre connects** to film and video, other arts, and other disciplines.

Standard 4 - Understanding The Cultural Dimensions and Contributions of The Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

- Students will gain knowledge about **past and present cultures** as expressed through theatre.
- They will interpret how theatre reflects the **beliefs, issues, and events of societies** past and present.

NYC BLUEPRINT FOR TEACHING AND LEARNING IN THE ARTS – Theatre Benchmarks:

- **Perform for peers and the wider community** including parents and guardians, **other schools and community groups** and senior centers.
- Demonstrate an **understanding of the psychology of characters**, and how social, historical, cultural and economic forces inform their choices.
- Articulate the **cultural, historical and social context** of their **original work** and a clear statement of purpose and theme.
- Make **artistic choices** that are specific and detailed to produce a unified design that **captures the central idea of a performance event/text**.

COMMON CORE LEARNING STANDARDS – ENGLISH LANGUAGE ARTS (ELA)

READING

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific **textual evidence** when writing or speaking to support conclusions drawn from the text.
2. Determine **central ideas or themes** of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze **how and why individuals, events, and ideas develop and interact** over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including **determining technical, connotative, and figurative meanings**, and analyze how **specific word choices shape meaning or tone**.
5. Analyze the **structure of texts**, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how **point of view or purpose** shapes the content and style of a text.

Integration of Knowledge & Ideas

8. Delineate and evaluate the **argument and specific claims** in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar **themes or topics** in order to build knowledge or to compare the approaches the authors take.

Range of Reading & Level of Text Complexity

10. Read and comprehend **complex literary** and informational texts independently and proficiently.

Responding to Literature

11. Respond to literature by employing knowledge of **literary language, textual features, and forms** to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and **world cultures**.

WRITING

Responding to Literature

11. Develop **personal, cultural, textual, and thematic connections** within and across genres as they respond to texts through written, digital, and **oral presentations**, employing a variety of media and genres.

SPEAKING & LISTENING

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, **building on others' ideas and expressing their own clearly and persuasively**.
2. Integrate and evaluate information presented in diverse media and formats, including **visually, quantitatively, and orally**.
3. Evaluate a **speaker's point of view, reasoning, and use of evidence and rhetoric**.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that **listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience**.

5. Make strategic use of digital media and visual displays of data to express information and **enhance understanding of presentations**.
6. Adapt speech to a variety of contexts and communicative tasks, **demonstrating command of formal English** when indicated or appropriate.

LANGUAGE

Conventions of Standard English

1. Demonstrate **command of the conventions of standard English grammar and usage** when writing or speaking.

Knowledge of Language

3. Apply **knowledge of language** to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition & Use

4. Determine or clarify the meaning of **unknown and multiple-meaning words and phrases** by using context clues, analyzing **meaningful word parts**, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of **figurative language, word relationships and nuances in word meanings**.
6. Acquire and use accurately a range of general academic and **domain-specific words and phrases** sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in **gathering vocabulary knowledge** when encountering an unknown term important to comprehension or expression.

Shifts in ELA/Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Charlotte Danielson's *Framework for Teaching*

NYC DOE Priority Competencies

DOMAIN 1: PLANNING AND PREPARATION

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

DOMAIN 3: INSTRUCTION

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

DOMAIN 2: CLASSROOM ENVIRONMENT

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

DOMAIN 1: Instruction Design

- Creating lesson plans that include activities that represent high-level thinking
- Creating lesson plans that include opportunities for student choice

DOMAIN 2: Environment

- Creating a culture of learning that reflects an expectation for all students to participate

DOMAIN 3: Questioning & Discussion

- Using questions of high cognitive challenge, formulated by both students and teacher
- Using questions with multiple correct answers, or multiple approaches, even when there is a single correct response
- Effectively using and integrating student responses and ideas
- Encouraging high levels of student participation in discussion

DOMAIN 1/2/3: Student Engagement

- Creating plans that inspire student enthusiasm, interest, thinking, problem-solving, etc.
- Setting learning tasks that require high-level student thinking and are aligned with lesson objectives
- Encouraging students to be highly motivated to work on all tasks and are persistent even when the tasks are challenging